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ABSTRACT

This collection of essays addresses various aspects of the role of community colleges in international relations and trade. The volume contains: (1) "The Community College: An International Institution," by Wayne O'Sullivan; (2) "Building an International Agenda: An International Education Conference," by Julia Ribley and Clyde M. Sakamoto; (3) "Improving International Business Education: A Report on Curricular Innovation," by Barbara Bradford Davis; (4) "Higher Education, Business and Government: A United Effort to Develop Oregon's International Business," by Mathilda E. Harris; (5) "The Business and International Education Program of the Department of Education," by Susanna C. Easton; (6) "Community Resources for International Business Programs," by Lynda Icochea; (7) "Information Resources for International Business: A Cooperative Initiative between Education and Industry," by David Fiifi Sam and Lawrence H. Rubly; (8) "Overview of Community College Business and International Education Program Grantees, 1985-86," by Susanna C. Easton; (9) "Beyond Entry-Level: International Service-Learning, Business, and the World," by Howard A. Berry; (10) "Expanding the Sister City Concept: Boston/Strasbourg Student Exchange," by Brenda S. Robinson; (11) "Building the International Dimension of Your Campus: The USIA (U.S. Information Agency) International Visitor Program and Other Resources," by Sherry Mueller Norton; (12) "Planning and Implementing an International Technical Workshop," by Ernest W. Maurer; (13) "Small Colleges and International Business Education: A Consortial Perspective," by William Gleason and Nancy Hazelwood; (14) "International Education in Florida: A Decade of Progress," by William Greene; (15) "The Illinois Consortium for International Studies," by Art Adams; and (16) "Convergence: Predictable Phenomenon in International Business Education," by Clyde M. Sakamoto. (LAL)

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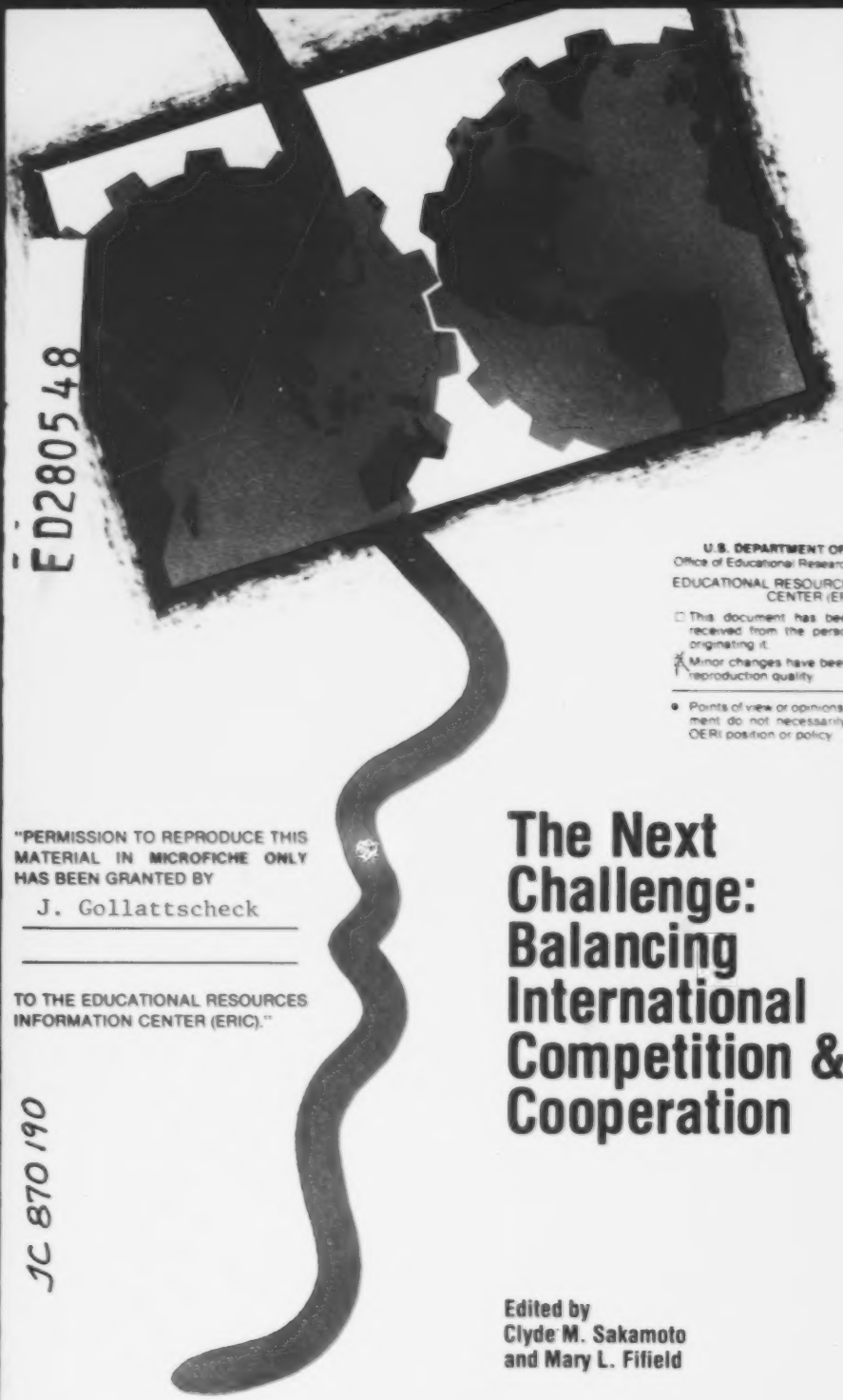

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# The Next Challenge: Balancing International Competition & Cooperation

Edited by
Clyde M. Sakamoto
and Mary L. Fifield

# The Next Challenge: Balancing International Competition and Cooperation

Edited by
Mary L. Fifield, Loop College-City of Chicago
and
Clyde M. Sakamoto, AACJC Office of International Services

American Association of Community and Junior Colleges

The opinions, views, and conclusions presented in this monograph are solely those of the authors and do not necessarily reflect those of the U.S. Department of Education, Loop College-City Colleges of Chicago, or the American Association of Community and Junior Colleges. The document was funded by a subcontract with Loop College-City Colleges of Chicago as part of a contract with the U.S. Department of Education, Office of International Education. The college's grant was part of the Title VI-B program, International Education and Business.

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# Contents


Page

**Preface** ..... v
*Dale Parnell*

**Introduction** ..... vii
*Mary L. Fifield and Clyde M. Sakamoto*

**International Education: Joining the World Community** ..... 1

The Community College: An International Institution, *Wayne O'Sullivan* ..... 3

Building An International Agenda: An International Education Conference, *Julia Ribley and Clyde M. Sakamoto* ..... 11

Improving International Business Education: A Report on Curricular Innovation, *Barbara Bradford Davis* ..... 19

Higher Education, Business, and Government: A United Effort to Develop Oregon's International Business, *Mathilda E. Harris* ... 27

**International Business Education Resources: Financing Programs and Providing Services** ..... 33

The Business and International Education Program of the Department of Education, *Susanna C. Easton* ..... 35

Community Resources for International Business Programs, *Lynda Icochea* ..... 41

Information Resources for International Business: A Cooperative Initiative Between Education and Industry, *David Fiifi Sam and Lawrence H. Rubly* ..... 45

Overview of Community College Business and International Education Program Grantees, 1985-86, *Susanna C. Easton* ..... 49

**International Exchanges: Expanding the Learning Environment** ... 55

Beyond Entry-Level: International Service-Learning, Business, and the World, *Howard A. Berry* ..... 57

Expanding the Sister City Concept: Boston/Strasbourg Student Exchange, *Brenda S. Robinson* ..... 63

Building the International Dimension of Your Campus: The USIA International Visitor Program and Other Resources, *Sherry Mueller Norton* ..... 67

Planning and Implementing An International Technical Workshop, *Ernest W. Maurer* ..... 73

**Consortia: Collaborating for Effectiveness** ..... 79

Small Colleges and International Business Education: A Consortial Perspective, *William Gleason and Nancy Hazelwood* .... 81

International Education in Florida: A Decade of Progress, *William Greene* ..... 87

The Illinois Consortium for International Studies, *Art Adams* .... 91

Convergence: Predictable Phenomenon in International Business Education, *Clyde M. Sakamoto* ..... 95

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# Preface

Community, technical, and junior colleges have traditionally focused on their local environments, but a growing and rapidly changing global economy has broadened the horizons to include the study of international relations and trade and their impact on local business and industry. The American Association of Community and Junior Colleges has included international trade as a national priority in the 1987 Public Policy Agenda, pledging to "work with the federal government, foundations, corporations, media, and other decision-making centers to enable community, technical, and junior colleges to provide the training strategies and capabilities necessary to keep America working in an increasingly international economic environment."

With a $170 billion trade deficit in 1986, the United States must do much to improve our performance in international relations and trade. While the volume and gross value of our exports have increased over the past few years, the volume and total worth of our imports increased at a far greater rate. This trend undermines the strength of the economy of the United States, an economy that depends to a great degree on our international trade balance. This concern about international trade in underlined by several facts

- 20 percent of American goods and agricultural products are exported
- In 1985, 5.5 million American jobs were supported by the export of merchandise
- 1 in 6 jobs in the United States depend upon international trade
- 2000 companies account for over 70 percent of United States exports of manufactured goods.

Concern over trade deficits and competitiveness in the international market have led to an examination of international business, export, and general international relations in federal, state, local and public and private forums across America. We believe that the higher education community has a responsibility to help reverse the trend toward enormous trade deficits and urge our members to aggressively reach out to local business and industry, particularly small and medium size firms, and lend a hand to them in a number of ways.

- Improve our understanding of international and intercultural relations;
- Help employers that already trade abroad to expand and improve their international efforts and invite firms not currently trading their goods and services overseas to consider the benefits of doing so;
- Provide education and training opportunities for a full range of people in an effort to upgrade current employees responsible for international

business tasks, and prepare skilled technicians for international trade-connected positions;

- Inform the community in general about the role international relations and trade plays in their lives.

Higher education associations like the American Association of Community and Junior Colleges must communicate the importance of these issues to national decision and policy makers and provide program models for local adoption. Through programs like this and the programs outlined in this publication, we can help fulfill this responsibility.

Dale Parnell, *President and Chief Executive Officer*
American Association of
Community and Junior Colleges

# Introduction

**Mary L. Fifield**
*Loop College–City Colleges of Chicago*
**Clyde M. Sakamoto**
*American Association of Community and Junior Colleges*

As the U.S. trade deficit continues to grow to record levels, exacerbated by the national debt, and the fluctuation in the dollar's exchange rate, demands for U.S. competitiveness in a global economic environment have reached increasingly strident levels. In January 1987, the U.S. Department of Commerce reported a $19.2 billion deficit for November alone and projected a total deficit of $170 billion for 1986. Threats to raise U.S. trade tariffs in retaliation for the reluctance of foreign countries to open their markets could further aggravate the decline of U.S. as well as global economic health.

When the dollar exchange rate was high, U.S. exporters experienced difficulties in competing with foreign manufacturers selling the same products at a lower price. Recently as the dollar exchange rates fell to their lowest points in over three decades against certain currencies, the export environment might reasonably be expected to have become more favorable for the United States. It is, and it isn't.

Beyond the fact that trade barriers have not come down, other factors affect U.S. competitiveness. U.S. wage and fringe benefits, relatively high living standards, labor and management practices, patterns of saving and investment, craftsmanship, design, and creativity contribute to an extremely complex problem. Short-term, quick-fix solutions such as erecting our own barriers to force others to remove theirs are likely to deepen rather than resolve our economic dilemma.

The long-term strategy is equally elusive. While the national political leadership and the captains of industry have pointed to the problems connected with a radically altered economic environment, the new reality has yet to permeate other institutions such as the public schools and higher education. International competence and literacy have not yet captured the imagination of enough educators to make an impact on the ability of the United States to compete effectively in a global economy. Neither has training small- and medium-sized businesses to export benefited from a national strategy.

Efforts in response to strengthening the educational fabric have begun. However, a national coalition among government, higher education and community colleges in particular, and the private sector must emerge sooner rather than later to reverse the current trends.

To build a momentum towards student and community international economic awareness and education, the American Association of Community and Junior Colleges (AACJC) has signaled its membership that this concern

will be a national priority beginning in 1987. For the first time, the AACJC National Public Policy Agenda will include a priority specifically focusing on the international dimension of community colleges. AACJC has adopted the following as a guide:

Work with the federal government, foundations, corporations, media, and other decision-making centers to enable community, technical, and junior colleges to provide the training strategies and capabilities necessary to keep America working in an increasingly international economic environment by

- Helping national decisionmakers see community, technical, and junior colleges as a great resource in implementing the foreign policy of the nation.
- Encouraging the federal government to include to a greater degree community, technical, and junior colleges in matters of international education.
- Encouraging more member colleges to become active in the AACJC International/Intercultural Consortium and in other international education activities.
- Advocating closer working relationships between college leaders and their counterparts in other countries.
- Increasing policymaker awareness of the continuing shift of the American workforce toward postsecondary education and training keyed to demands of an international economic environment.

Community, technical, and junior colleges have historically focused on student and community needs. A basic premise in meeting these needs involves the contribution that two-year colleges make to the economic vitality of their local communities.

Some community colleges already play a proactive part in adjusting to the economic restructuring occurring in the global and U.S. economies. As technological sophistication becomes a prerequisite to efficient and competitive production, two-year colleges have already established partnerhsips with business and industry to train and/or retrain their employees for new competencies, but these initiatives must be expanded.

As the requirements of the workplace change to contend with international competition and technological and scientific advances, community colleges occupy a strategic position in helping students and communities to adapt. Higher education and community colleges especially can contribute to the solution or remain part of the national malaise.

This monograph builds upon *International Trade Education: Issues and Programs,* published in 1985 by AACJC through a grant to Middlesex County College from the U.S. Department of Education (DOE), Title VI, Part B, Busi-

ness and International Education program. The earlier monograph argued that higher education has a responsibility to provide educational resources to enable U.S. firms to do business abroad based upon our national dependence on a favorable balance of trade as a foundation for economic health.

*The Next Challenge . . .*, also supported by a DOE Title VI, Part B grant to the City Colleges of Chicago-Loop College, is a collaborative effort by the College and AACJC to advance the involvement of community colleges in international trade, business, and export education. The contributors present rationale and strategies for community college leadership to strengthen American competence and competitiveness in an international economic environment.

Additionally, the articles provide the pedagogical underpinning that strengthens the ability of students, communities, and U.S. businesses to succeed in the global marketplace. Consistent with this theme, the first section describes the criteria for internationalizing community colleges and provides examples of successful international business education innovation. Securing U.S. Department of Education grants to support international business programs and a menu of ways in which the community college may serve businesses are outlined in the second section. Section three is devoted to learning abroad and its relevance to international business expertise, while the advantages of institutional membership in international education consortia are discussed in the final section. An introduction preceding each section outlines its utility for students, faculty, administrators, board members, and interested business professionals.

The contributors to this monograph represent a wide range of interests, perceptions, and expertise. Approximately one half of the authors are community college faculty and administrators, while the remainder represents both the public and private sectors in a variety of capacities. All possess a strong commitment to international education and a belief in the ability of higher education to strengthen U.S. international competence through international business education. To these individuals, we extend our appreciation for their willingness and time to share their knowledge and inform the field.

Publishing a book demands constant and continuing supervision. For excellent guidance and grace under pressure in publishing this monograph, we are deeply grateful to Ruth Eshgh, AACJC director of publications.

Without strong support at the highest level of administration, even the most well-intended and best-planned effort may falter. We thank Bernice J. Miller, president of Loop College for her continuing advocacy of the Loop College Business and International Education Program, and Dale Parnell, president of AACJC, for his commitment to placing "international" as a national priority for two-year colleges in the United States. Finally, we owe the inspiration of this effort to Susanna C. Easton, program officer for the Title VI, Part B, Business and International Education Program, U.S. Department of Education. Without the support of these individuals, there would not have been a publication.

The conventional wisdom offers two approaches for profits in business

and industry: to make a product that others want or need and cannot make or to make a product that others both want and can also make, but better and cheaper than they. To reverse the trends toward a diminishing ability to compete, the current and future national workforce require a dramatic reorientation.

The next challenge is not simply to be globally competitive but to do so in a time that also demands international cooperation, as well as partnerships at home.

# Joining the World Community

Educators have come to realize that the global dimension of our future demands a new vision for higher education. Exactly what this vision should include has been the subject of a long-standing debate, especially among the leaders of our nation's community colleges. In the first article of this section, Wayne O'Sullivan argues for an "internationalization" of the community college and suggests guidelines for community college international education activities. Next, Clyde Sakamoto and Julia Ribley describe the first AACJC International/Intercultural Consortium Conference. The report further defines an international agenda for two-year colleges and documents AACJC's continuing commitment to the challenge of education for world awareness. A heightened sensitivity to world events, prompted in part by the U.S. trade deficit, has led increasing numbers of colleges and universities to develop and offer international business curricula and associated services to the business community. In her article, Barbara Bradford Davis discusses a new focus for international business education—practice clinics at the graduate level. In the final article of this section, Mathilda E. Harris describes a statewide collaboration in Oregon among educators, government officials, and business interests to promote business education and economic growth through international trade activities. Despite the diversity of these approaches, these authors demonstrate a common conviction: Internationalization signals a new opportunity for educational initiative and perhaps a fundamental change for American higher education.

# The Community College: An International Institution

**Wayne O'Sullivan**
*Erie Community College*

A substantial body of opinion finds the notion of international education in the community college paradoxical, if not contradictory. In this view, the community college should focus on local concerns and job training; international education is an exotic frill, suitable, if at all, in elite liberal arts institutions. I believe that this thinking is misguided and that it arises from inadequate comprehension of the mission of the community college and the nature of international education.

This essay argues that international education clearly fits within the mission of the community college and that the community college is in some respects uniquely equipped to undertake international education activities.

## What is International Education?

International education suffers from an abundance of definitions, none of them sufficiently comprehensive or coherent to act as an organizing principle. The phrase "international education" is really little more than a convenient label. This is part of the reason for the confusion about where it belongs and to whom it applies (Klitgaard 1981).

In this essay I cannot venture a much needed comprehensive definition, but I will use international education in its broadest possible sense. I will suggest the various activities that community colleges can and should undertake in its name. These include creating specific programs in foreign languages and cultures as well as in international business and economics; infusing international concepts and skills throughout the curricula; implementing faculty development to make the latter possible; initiating study-abroad programs; recruiting and training foreign students on campus; developing community service and credit-free offerings designed to raise levels of intercultural communication and understanding of foreign policy issues; and providing export development assistance for local businesses.

## Why International Education?

The case for international education has been made often, but it bears repeating because the American public and their educational institutions have resisted or ignored the message. As citizens of a great democracy, we ought to keep ourselves well informed about world affairs and foreign cultures. That we

have failed to take this responsibility seriously in no way diminishes its importance.

The United States has suffered its share of foreign policy failures in recent years, and any analysis of these failures cannot overlook the absence of an informed citizenry. In a dangerous and uncertain world, education offers no panacea; but what is true of political leadership in democratic societies is probably also true of foreign policies: We, the citizens, get what we deserve.

Some promising efforts to cultivate an informed citizenry were begun in the aftermath of World War II with the creation of a network of Councils on World Affairs, which continues to flourish in some fifty major U.S. cities. Although each council is autonomous and self-supporting, all belong to the National Council of World Affairs Organization (NCWAO), which serves as a clearinghouse for program ideas. Among the many educational activities sponsored by the councils is the Great Decisions project, in which discussion groups ranging from a few adults gathering in private homes to large-scale public meetings focus on the annual handbook published by the Foreign Policy Association. Each year the association selects eight topics. These become the subjects of eight superbly written essays that carefully balance competing views and avoid editorializing.

Some community colleges sponsor Great Decisions programs in either academic or noncredit divisions. These add a dimension often missing in two-year curricula and attract new groups—for example, senior citizens—to the campus. Community colleges would do well to collaborate with the Councils on World Affairs in Great Decisions and other projects or, in cases where a council does not exist, to create one for the local community.

Despite the commendable efforts of the Foreign Policy Association and the Councils on World Affairs, the American public has not achieved international literacy or global understanding. The failure may be attributed to high school and college general education programs, which have given scant attention to the world beyond our shores and virtually none to the world outside the west. Moreover, in the late 1960s and early 1970s foreign language programs were dismantled, and in the mid-1970s general education itself gave way to a narrow vocationalism.

Television has done little to fill the void in international education. Studies suggest that Americans receive less exposure to foreign cultures than any other people in the world with the possible exception of the Chinese (Brod 1980, 78-94).

The failure of our educational system to produce even minimal competence in international affairs and global knowledge was dramatically revealed in a 1981 Educational Testing Service (ETS) survey of 3,000 students from 185 two- and four-year colleges. The survey sought to assess attitudes as well as knowledge; its conclusions are summarized as follows:

> Each of the three groups of students surveyed fell short of achieving the criteria that were explicit or implicit in the survey's instruments. Seniors achieved an average score of only one half of the knowledge questions cor-

> rect, while the average freshman and the average student at two-year institutions got only about forty percent of them correct. Less than fifteen percent of the seniors and less then ten percent of the freshmen and two-year students got more than two thirds correct. This suggests that a very small proportion of the students have the level of knowledge necessary for an adequate understanding of global situations and processes. (ETS 1981, 135)

The study's dismal conclusions about student knowledge were matched by its findings on student attitudes: "Sizable proportions [of students] have attitudes, feelings, and perceptions that are unenlightened or unproductive from the perspective of global understanding, and attitudes are important because they may serve as 'filters' for future knowledge acquisition as well as indicators of students continuing behavioral postures regarding global issues" (ETS 1981, 1.35).

The ETS study occurred at a fortuitous time. The American public may now be more receptive to arguments in favor of international education. What the Cold War and the arms race failed to achieve, the OPEC cartel and the Japanese have accomplished: the end of American indifference to the world around us. The dramatic escalation of oil prices in the 1970s; the relentless penetration of American markets by Japanese producers; the economic dislocation resulting from the displacement of American by foreign industries; and, more recently, the Chernobyl disaster have brought home the reality of interdependence. Once viewed as an ideal, it must now be seen as a fact, and even those who regret it must learn to understand it. "At issue is whether we shall manage interdependence effectively, not whether we have the collective will to wish it away" (Tonkin and Edwards 1981, 698).

**Internationalizing the Campus**

There are a variety of activities through which community colleges can realize the ends of international education. These should not be undertaken in a haphazard manner. However, they should not depend, as is too often the case, on the zeal and commitment of one or two faculty members, the "international people" on campus. The internationalization of the campus must be pursued systematically; it should involve all segments of the campus: senior administration as well as middle management; student service support systems as well as the faculty; occupational and technical curricula as well as the liberal arts and business departments. In sum, internationalization should be the outcome of a serious and deliberate planning and commitment by the campus community.

Internationalization cannot be achieved in a day; it must be implemented in stages as college resources permit. Fortunately, much of what needs to be done under the rubric of internationalization can be accomplished by reconfiguring existing resources rather than by acquiring additional funds. Moreover, external support systems do exist, although competition for external funds is rather intense.

**Internationalizing the Curricula**

Internationalizing the curricula is the first and most essential step toward internationalizing the campus. Internationalization of the curricula is more than adding a few courses on global affairs or international economics, as laudable as these efforts are. It implies nothing less than infusing international and global perspectives into every curriculum and, so far as possible, into every course. Thus, business courses will present the principles of marketing, organization, and finance in international contexts; in their composition and literature courses students will read and write about literary masterpieces, classical and modern, of Asia and Latin America as well as America and Great Britain; health science students will learn about practice and delivery systems in cultures other than their own; and engineering students may think about technology against cultural and intercultural backdrops.

Can thorough internationalization of curricula be achieved without a campus revolution or the discovery of pots of gold during budget hearings? Yes, provided the campus community is capable of careful planning, a systematic approach, and a sustained and patient effort.

First, a commitment to internationalization must be made by the appropriate campus governance organs and leaders. Some preparatory work may be necessary to induce such a commitment; for example, presentations by leading exponents of international education. Second, campus planning committees must develop a long-range plan for internationalization that will set goals and objectives for each division and department and allocate a portion of faculty/staff development funds to implement these objectives.

The actual work of internationalization can be best accomplished by organizing a series of seminars for the affected faculty and staff, drawing on resources from the local university, the local community, business firms with international departments, and community college personnel who have led efforts at campus internationalization. The seminars will be useful for imparting information, as well as for stimulating the faculty and putting them in touch with resources. The seminars should conclude with a hands-on workshop where faculty actually get down to the business of internationalizing course syllabi (Poronson 1986).

Thus, in a few years a campus could, with a modest expenditure of funds and a great deal of resolve, add new perspectives to all its curricula and course syllabi. The results would be a campus community that thinks in global terms about the disciplines and occupations it teaches and students who are prepared for life in an interdependent world.

**Foreign Language Study**

Americans are notorious for their linguistic parochialism. Unlike Europeans, who routinely master one or more foreign languages, our citizens rarely read, much less speak another language. Necessity is of course the mother of virtue: Europeans learn languages for very practical reasons of communication

and economic and social interaction in a world of narrow national boundaries. Americans have long lived in a virtually self-sufficient economy (with the exception of a few key resources) and in culture that has insisted that immigrants learn and use English. Furthermore, English has become indisputably the *lingua franca* of the world, making it feasible for American tourists to travel where they please with little more linguistic equipment than a Berlitz phrase book.

Foreign language mastery, however, is an essential element of intercultural skills and sensitivity. Moreover, there is a new surge in demand for foreign language abilities as companies seek individuals with varying levels of skill, from highly paid translators to bilingual receptionists and secretaries (Reed 1986). As American businesses gear up for export development, as inevitably they must, language abilities will become more crucial for job placement.

Language programs in community colleges are problematic, however; they exist typically in the form of a few struggling sections of French and Spanish. Even an increasing demand for languages may not generate sufficient numbers of students to sustain a diverse array of offerings in the traditional mode of instruction. But community colleges may be able to offer students a broader spectrum of language study opportunities through consortial arrangements with other institutions and through individualized language study. This latter strategy may be facilitated by a method developed by the National Association of Self-Instructional Language Programs (NASILP). It calls for colleges to provide tapes, a laboratory setting, occasional tutors to verify student progress, and an independent examiner to validate sufficient mastery for credit. The cost-efficient NASILP method could allow colleges to offer four or five different languages or language levels to twenty-five tuition-paying students at no more than the cost of a single section of French or Spanish offered in the traditional classroom setting (Boyd-Bowman 1973).

There are, of course, drawbacks. Community colleges that do not enjoy access to university resources might find it difficult to recruit qualified tutors and examiners. An even more serious impediment is the inordinate amount of self-discipline and motivation the NASILP model demands of students. In my view, most students will require more intensive tutorial assistance than the NASILP model currently envisions.

The most recent innovation in language instruction offers intriguing possibilities for linkages between community colleges and university resources. Ohio State University's Center for Slavic and East European Studies has pioneered a system of "telephone-assisted language learning." Students call toll-free numbers during fixed periods to talk, listen, and learn. A national evaluation panel has given the system high marks (*Chronicle of Higher Education,* October 1986).

**Study-Abroad Programs**

The most effective way to learn a language or penetrate a foreign culture is to study abroad. A study-abroad program should be a facet of every commu-

nity college's international education program. Such programs enrich the community college experience and provide unique opportunities for students. They generate a kind of excitement and enthusiasm among students that in itself rewards the efforts of those who organize and direct them.

That such programs can flourish in community colleges has been convincingly demonstrated by the examples of Rockland and Kingsborough Community Colleges in New York State, which between them place some 1,000 students in programs in Europe and the Middle East. Rockland and Kingsborough are lead institutions in the College Consortium for International Studies (CCIS), which sponsors student exchange programs as well as faculty development seminars throughout Western Europe and in Israel.

Traditionally, study-abroad opportunities have been restricted to liberal arts students. CCIS has taken some steps to expand these opportunities by adding career programs. Thus, students can now spend a semester abroad studying in areas as diverse as International Business, Criminal Justice, Hotel Technology, and Culinary Arts.

**Educating Foreign Students**

Study-abroad programs are limited to students who can manage to spend a semester outside the country. But colleges can bring the world to the larger college community by recruiting foreign students, whose presence enriches the life of the campus and stimulates faculty and student learning. Seymour Fersh writes eloquently and persuasively about the learning benefits of encounters with foreign students, benefits that go far beyond the immediate objectives of intercultural and international understanding. Noting that in a world of rapid changes students must become increasingly self-educated and self-directed, he argues that in learning to understand foreign cultures students will prepare themselves for life in societies that do not yet exist:

> Unlike other living beings who have little control over their environment, humans can now, to an increasing degree, determine in advance the kinds of environments they prefer. In fact, people must develop more foresight because our technology increasingly creates situations—physical and psychological—for which we must be prepared. Through the process of learning from and about other cultures—not only what they have done but why and how they responded to particular conditions—we can improve our capacity to create new responses to new opportunities. (Fersh 1981, 6)

There are also economic advantages in recruiting foreign students, who generally support themselves with private funds or with government and private scholarship grants. Their presence in the community college can have a substantial economic benefit to the college and the local community. According to one estimate, the economic value of 350 foreign students would be over $500,000 to a college and over $4 million to the local community.

But we should perhaps think of our obligations as much as the advantages of accepting foreign students. We teach our students that, as the world's largest economic power and greatest per capita user of world resources, we have certain duties to less fortunate societies. We should share our expertise and our technology with developing nations, not merely out of a sense of noblesse oblige but because everybody gains from increases in world productivity and trade.

It does little good to teach these principles and ideals if we do not act upon them. We in the community colleges have a special role to play in assisting developing nations. It is now recognized that these nations need an infrastructure of trained and educated workers, paraprofessionals, and technicians. We have the expertise to provide this kind of training, a fact recognized by the Agency for International Development, which looks specifically to community colleges to provide training, on site or on campus, for students in Latin America, Africa, and elsewhere.

**Export Development Assistance**

The United States is the world's largest and most reluctant exporter. Unfortunately, it is an even greater, and far less reluctant, importer. The ballooning trade deficit ranks with the federal budget deficit as the most worrisome and, to date, irremediable problems facing the American economy. The twin deficits have interrelated and complex origins, and there is no simple formula for easing them. But clearly, greater initiative and interest in exporting on the part of American firms is part of any solution.

The U.S. Department of Commerce estimates that some 10,000 American firms could export but do not. Fear of the unknown and lack of awareness and skills are the factors that keep many small- and medium-sized firms out of export markets.

Community colleges could help by adding an international dimension to their current networking activities with small and minority businesses. Community colleges might help by organizing an "international business day" to stimulate interest among local firms; compiling a resource file of translating and interpreting services; offering a "how to" course on exporting; or providing firms with relevant and timely information from the U.S. Department of Commerce and other sources.

**Conclusion**

Community colleges, whether viewed as integral parts of the academy or as centers of education and training for the local community, can ill afford to ignore the responsibilities of international education. They do so at the peril of their students and their local communities.

This essay began noting a certain skepticism in some quarters as to the significance of international education for the community college. It should end by noting that some community colleges, in states as diverse as New York,

Florida, and Arizona, have become outstanding practitioners of international education. They have discovered, as others who rise to the challenge will, that the rewards of international education for faculty, staff, and students far outweigh its burdens.

# Building an International Agenda: Beginning with an International Education Conference

**Julia Ribley**
*Valencia Community College*

**Clyde M. Sakamoto**
*AACJC Office of International Services*

The evaluation of community college involvement in international education requires a range of complementary initiatives. At the individual, program, institutional, consortium, and national levels, advocacy of international education must begin to crystallize into agendas for action. There is much that has happened and the intensity of international concerns among two-year institutions is accelerating.

However, a recent review of community college involvement in international education activities reflected that less than a third of the more than 1,200 two-year colleges in the United States demonstrated any clear commitment to international education activities. Among the most active groups in the two-year college environment are the various international education consortia that have emerged over the last two decades. Today, there are at least sixteen consortia of community colleges totaling more than 300 institutions organized around international education activities.

Among these groups, the American Association of Community and Junior Colleges (AACJC) possesses a unique role in shaping the international education environment among two-year colleges in the United States. Over the past sixty-seven years, community colleges have focused on meeting the educational needs of the local and domestic communities they serve. More recently, AACJC priorities have addressed the needs for access to quality transfer and vocational/technical education programs, strong college and private sector partnerships, services for the economically and educationally disadvantaged, and vital linkages with high schools as well as four-year colleges and universities. These needs will continue to be pursued.

These challenges, however, exist in a radically altered context from where they arose 10, 20, and 30 years ago. To continue to provide educational leadership for students and communities, community, technical, and junior colleges must address the complexities of preparing its constituents for the political, economic, technological, and other changes that are continuing to occur at ever increasing and more pervasive rates. Compounding the complexity of changes around the world, information overload is a contemporary malady whose pathology must be more systematically examined. The demands for and

strategies with which to comprehend, cope, and proactively address changes surround us.

**The Obstacles**

Over and beyond the magnitude and complexity of the task of instilling a sense of national urgency within two-year institutions to meet the obvious needs for more internationally related information, competence, and perspective, there are practical obstacles. Diminishing federal resources to support international educational initiatives, scarcity of institutional resources for professional development, and the absence of a national stimulus identifying international issues have deterred the emergence of an international focus among two-year institutions. The other major deterrents are those priorities competing for national and local attention.

**The Two-Year Institutional Context in the U.S.**

Our faculty, institutional leadership, trustees, and national leadership must become better informed before students can learn more about the scope, substance, issues, strategies, and opportunities related to change. Although growing numbers of faculty and college leaders nationally and internationally actively advocate and advance international education through a variety of programs and services, the international context of education in two-year institutions has yet to emerge as a national priority.

Among the major issues surrounding two-year, community-based institutions and AACJC today are

- Preserving equal access to higher educational opportunities;
- Serving minorities, educationally and economically disadvantaged students, women, and the handicapped in the face of threatened and real resource reductions;
- Improving the quality of programs and services through better and more appropriate teaching and evaluation methods;
- Strengthening relationships with high schools and four-year colleges and universities to facilitate student transfer, avoid duplicative requirements, and enhance program congruence;
- Offering professional development opportunities;
- Stimulating more college-private/public sector partnerships to effectively meet workforce supply and demand;
- Gathering data affecting two-year students to inform and alert policymakers to trends and issues;
- Helping colleges to integrate new technologies into educational programs and apply appropriate technologies to advance instructional delivery systems. Although the national agenda is already full, the international priority subsumes and relates to each existing issue.

AACJC anticipates that the international dimension of community colleges will be elevated to a national priority within the next two years. This view

stems from a recognition that two-year postsecondary education must come to grips with the urgent needs for students and communities to be better informed about U.S. relationships within our global community.

**Choosing a Strategy**

At its November 1985 meeting in Washington, D.C., the AACJC International/Intercultural Consortium decided to act and scheduled its first international conference to be held on April 12, 1986. Entitled "Building an International Agenda," the conference was hosted by Valencia Community College (VCC) and conducted in conjunction with the AACJC annual convention, April 12-16, in Orlando, Florida.

The international conference provided a forum within which the international community of two-year and similarly organized educational institutions explored common interests as a basis for developing a network of international institutions. More than 165 educators and agency representatives from Canada, China, Denmark, England, Israel, Jamaica, Japan, Kuwait, Russia, Taiwan, and the United States participated in the conference. Rather than predetermine or prescribe the areas of mutual or common concern, the conference framework offered a structure that permitted the conferees to create an international agenda. The expected outcomes for the conference were to

- Broaden mutual understanding of international educational aims, objectives, and programs in order to begin the process of linking;
- Identify international student, faculty, and institutional needs and interests that would form the basis of establishing linkages;
- Establish a forum where exchanges will begin and continue to enhance the dissemination of information and opportunities to strengthen linkages among participating institutions;
- Discuss and propose strategies to implement linkages.

In the agenda-building environment, the planners of the conference acknowledged that relationships would take time to establish. The International/Intercultural Consortium and AACJC recognized that this initiative should be pursued and that its momentum would inevitably grow.

**Overview of Conference Agenda**

Welcoming remarks

Julia Ribley, conference chair, Valencia Community College

Paul Gianini, president, Valencia Community College

Dale Parnell, president, American Association of Community and Junior Colleges

Concurrent Sessions

During the morning, concurrent sessions provided the participants with information on the latest concepts, projects, and technologies related to international education.

*"Why, What and How of International Education at Community, Junior, and Technical Colleges"* (panel designed especially for newcomers to international education)

James Manilla, moderator, president, Pima Community College

Elizabet Bailey, director, International Education, Pima Community College

Lynda Icochea, director, Center for International Studies, Bergen Community College

Wayne O'Sullivan, director, Center for International Education, Erie Community College

*"Demonstrations of Computer Networking in International Trade and Business Education"* (presentations related to an AACJC/Central Piedmont Community College project and a computer-supported international education curricula project by Global Perspectives in Education)

Ronald Reinighaus, moderator, program director for International Business, Valencia Community College

Betsy Davison, applications specialist, Global Perspectives in Education

Larry Harmon, director, International Business Center, Central Piedmont Community College

*"International Forecasts: Faculty and Student Programs for the Future"* (presentations related to projections for international education in community colleges)

Brenda Robinson, director, International Education, Bunker Hill Community College

Jacqueline Taylor, vice-president, College and Community Relations, Lansing Community College

*"International Education Supported by Satellites"* (presentation included a live reception of Russian television programming via satellite)

Lee Lubbers, president, Satellite Communications on Learning-Worldwide, Creighton University

*"Developing International Educational Activities"*

Seymour Fersh, moderator, coordinator, Curriculum Development, Brevard Community College

Sharon Bannon, project director, Carl Duisberg Society, presented "An Example of Student Exchanges: The West German Bundestag—U.S. Congress Youth Exchange Program."

Susan Bouldin, education and training advisor, Partners for International Education and Training described "Opportunities for Community Colleges in Technical Assistance Abroad"

Sherry Mueller Norton, Director, International Visitor Program, Institute for International Education, presented "Beginning with Hosting International Visitors and Developing Long-term Linkages"

*"Preparing for International Development Technical Workshops-Problems and Solutions"*

Thomas Millard, moderator, contracts and development officer, Waukesha County Technical Institute

Jerry Bell, coordinator/instructor, Electro/Mechanical Program, Piedmont Community College

James Clark, physics/laser/technology instructor, Waukesha County Technical Institute

Ernest Maurer, dean, Technology Division, Orange Coast Community College

*"Resources for International Education"*

Walter Brown, moderator, special assistant to the president for International Education, Ramapo College

Susanna Easton, senior program specialist, Center for International Education, U.S. Department of Education

David Fretwell, development assistance advisor, Bureau of International Labor Affairs, U.S. Department of Labor

Joyce Kaiser, assistant director, Participant Programming Division, Office of International Training, U.S. Agency for International Development

*"A Consortial Approach to International Education"*

Elizabet Bailey, moderator, project director, Southwest Consortium for International Studies and Foreign Language Development, Pima Community College

William Greene, executive director, Florida Collegiate Consortium for International/Intercultural Education

Reginald Luke, vice-chair, New Jersey Collegiate Consortium for International/Intercultural Education

One of the many highlights of the conference featured an exchange between Edmund Gleazer, Jr., president emeritus of AACJC, and Alexandre Vladislavlev, vice-chair of the Soviet Union's adult education agency, Znanie. Znanie is an organization of 3.5 million researchers, educators, and scientists. The discussion focused on common and comparative interests in improving U.S. and U.S.S.R. educational systems.

"The International View," a plenary session moderated by William Greene, consisted of the sharing of perspectives by a panel of foreign country

representatives. Panelists included Musaed Al-Haroun of Kuwait, Robert Cameron of Canada, Li Weitong of the People's Republic of China, Aage Nielson of Denmark, James Platt of Great Britain, Grethe Rostboll of Denmark, Moshe Shelhav of Israel, Nicholas Teele of Japan, Burchell Whiteman of Jamaica and Kung-Hsien Wu of the Republic of China. These presentations were followed by small group sessions that allowed community college representatives to explore opportunities for institutional linkages with institutions in other countries.

**The Conference Recommendations**

Following the session for the establishment of international linkages, the conferees participated in small discussion groups to make recommendations for "building an international agenda." The following represents a summary of the recommendations. To address the proposed initiatives, the recommendations have been assigned to three general groups: The American Association of Community and Junior Colleges (AACJC), the AACJC Office of International Services, and the AACJC International/Intercultural Consortium.

*The American Association of Community and Junior Colleges will*

- Encourage linkages and cooperation with groups outside education to promote international education;
- Employ the AACJC Journal to inform community colleges on strategies for developing international program;
- Lobby for federal and state as well as local board support to internationalize community college curricula, promote the study of foreign languages, and encourage the participation of foreign students as international education resources;
- Strengthen the AACJC's international education leadership through increasing its international staff and resources.

*The AACJC Office of International Services will*

- Continue to serve as clearinghouse for international education information and facilitate international institutional linkages;
- Compile profiles of member institutions to expedite responses to international requests for program, faculty, and general institutional expertise;
- Solicit, maintain, and disseminate abstracts of model approaches or programs on various areas, such as institutional policies or mission statements relating to international education; use of international students as educational resources; technical assistance; international business curricula; international student recruitment; college partnerships with international businesses; and articulation agreements of international programs between two- and four-year institutions;
- Continue providing opportunities for I/IC member institutions to become involved in international technical assistance;

- Cooperate with other agencies to facilitate student exchange;
- Strengthen the relationship between NAFSA and AACJC to improve services to meet the needs of foreign students;
- Network with public and private sectors in promoting community college involvement in international trade education.

*The AACJC International/Intercultural Consortium will*

- Develop a how-to manual to assist community colleges in establishing, developing, or strengthening their international education programs, services, and activities;
- Stimulate interconsortia linkages among two-year and other college groups engaged in international education;
- Explore and develop international linkages abroad with comparable two-year institutions or other groups with common educational interests;
- Assign various priorities and tasks to members of I/IC;
- Establish and publish guidelines for faculty exchange among community colleges in different countries;
- Continue the I/IC International Conference in conjunction with the annual AACJC convention;
- Develop and conduct regional workshops on international education-related issues and opportunities;
- Encourage member institutions to use their relationships with community businesses working in the global marketplace to enhance support for international education;
- Focus upon international trade and business education as an important component of two-year college international education;
- Promote the benefits of international students on campus as a valuable resource as well as to facilitate and support their admission and program completion.

These recommendations are very significant in the community college international education movement. As the recommendations are implemented, the foundation of international education in the two-year college will be strengthened—the bases will be broader and the linkages will be stronger. It is anticipated that the AACJC International/Intercultural Consortium's first international conference will be a landmark event in the development of international education in community, junior, and technical colleges.

# Improving International Business Education: A Report on Curricular Innovation

**Barbara Bradford Davis**
*Georgetown Export Trading, Inc.*

The need for the United States to improve its balance of trade is well known and well documented. By the end of 1984, the U.S. trade deficit was at a record $124 billion and climbing. Much attention has been focused on the major reasons for the deficit, including the strength of the dollar. Yet while many major issues remained unresolved, the government has taken some steps toward bringing about a long-range improvement in the status of the United States in international trade. Two measures of interest are the Export Trading Company (ETC) Act of October 1982 and the authorization by the Department of Education of funding for international business education. This paper addresses an innovative addition to a business curriculum that was made in response to these two government measures.

### The ETC Act and Education Department Efforts

The purpose of the Export Trading Company Act was

> to increase United States exports of products and services by encouraging more efficient provision of export trade services to United States producers and suppliers, in particular by establishing an office within the Department of Commerce to promote the formation of export trade association and export trading companies, by permitting bank holding companies, bankers' banks, and Edge Act corporations that are subsidiaries of bank holding companies to invest in export trading companies, by reducing restrictions on trade financing provided by financial institutions, and by modifying the application of the antitrust laws to certain export trade. (Export Trading Company Act of 1982)

At the time of its passage, the Act was labeled as a major step forward in increasing U.S. export competitiveness and as the one-stop export shop for small- and medium-sized U.S. firms. Taking a cue from successful Japanese companies, the new legislation permits bank participation in trading companies, reduces the antitrust threat of joint export efforts, and encourages businesses to join to export or to offer export services.

Unfortunately, the response of businesses to the Export Trading Company Act has not been as positive as expected. Although the ETC legislation has been in place for over two years, fewer than forty-seven export trading

companies have received certification from the U.S. Department of Commerce. Although studies have revealed several fundamental reasons for the slow response (National Center for Export Import Studies n.d.), it is clear that a major effort is required to educate the U.S. business community on how to change their focus from domestic to international markets.

What is needed now is a demonstration to potential users of how the Act will actually help improve export performance. Business executives need to see the benefits of collaborating with competitors in their export efforts. Although the relaxed antitrust provisions are helpful, they will only be used if businesses recognize the benefits of synergy and of broad and deep product lines, as well as the interest of foreign buyers in finding a full-service trading firm. Such collaboration not only will result in economies of scale for marketing activities but may also open up to smaller firms large project possibilities that heretofore had been reserved for multinational corporations.

A second, although smaller, measure taken by the government to help correct the balance of trade problem was establishment of a program aimed at internationalizing business education. The U.S. Department of Education has authority to grant funds to institutions of higher education for the purpose of promoting innovation and improvement in international education curricula to serve the needs of the business community; increasing international skills of the business community; and developing linkages between institutions of higher education and the business community involved in international economic activities.

**The Response of Academe**

Business education is challenged by the policy implications of the ETC Act and U.S. Department of Education measures. First, schools must produce students capable of contributing to an increase in international trade commensurate with the current need to increase U.S. exports. Second, it behooves educational institutions to develop programs, with or without U.S. Department of Education assistance, to implement ways of meeting this objective in order to keep their curricula relevant to current demands.

Moreover, innovation in the curriculum should seek to overcome the fundamental problem that the international business knowledge transmitted to students is only useful to the "gentleman internationalist." Students who graduate with degrees in international business often can present a host of arguments to future employers on whether the United States should re-recognize Taiwan or on the international steps they would undertake if they were the chief executives of the largest corporations. But firms are rarely looking for this type of knowledge from recent graduates, nor are firms necessarily in need of it.

What firms need is knowledge that can be used productively in their international efforts. The educational sector should therefore be encouraged to provide knowledge that can be used by both students and business. This includes knowledge about mundane issues such as export financing, export packaging, or international transportation and documentation. It would be quite

valuable if college graduates could assist the firm in actually carrying out an export transaction. It is this kind of multiplier effect that truly can make a difference.

There are a number of ways that the multiplier effect can be implemented:

- Practice clinics
- Exchange of students and professors from other countries
- Campus visits by foreign businesspeople
- Summer internships with foreign firms
- Establishment of an advanced trade institute for technical training

**The Georgetown University Practice Clinic**

An important course to further students' international business education was developed by The National Center for Export-Import Studies (NCEIS) at Georgetown University (GU) in Washington, D.C., for the Masters of Business Administration program. The course uses both the Export Trading Company Act and the Business and International Education Program. It also brings export trading into the classroom in order to train students to contribute to an increase in U.S. international trade.

The export trading course sought to use government funds efficiently by training groups of students in the rudiments of international trade. The course provided the students with an opportunity to form an export trading company and to document the process on computer software. The resulting computer package will be used by other universities and by firms to train their employees in the field of export trading.

The company formed by the students is known as Georgetown Export Trading Incorporated (GETI). Its primary goal is to increase students' actual knowledge of trading and to create the all-important linkages, or contacts, between business schools and the business community. In fact, as one of their first tasks, the students sought the cooperation of the local businesses and institutions that were thought essential to building a network of information and contacts to support their venture.

*Organization of the Clinic.* The base of operations for the students was in the NCEIS. The contacts and resources of the NCEIS were essential for the GETI project. The NCEIS, founded by Michael Czinkota in 1981 to study international trade issues, strives to expand the existing body of knowledge on international trade and to foster communication among the business, policy, and academic sectors of the international trade community. The center maintains a free-trade philosophy and encourages the development of free and acceptable trade policies and business practices. Its work is designed to be pragmatic and relevant, based on a firm understanding of the business activities and political dynamics of the world marketplace. The center engages in six basic ac-

tivities: research, publications, conferences, trade policy advocacy, instruction, and corporate services.

The center was interested in the original concept of forming an export trading company such as GETI in order to study trading and to examine why a trade does or does not take place. The activities undertaken in the organization of GETI offered the center a unique view into one aspect of the process.

*Contributions of Local Businesses.* The students found most outside firms they contacted responsive and favorably disposed to donate professional time and information to GETI. Even firms whose resources ultimately were not used by the students expressed a degree of interest. This suggests that the business community is an underused asset in business curricula.

The students preferred electronics as the initial GETI export and targeted Europe as the market because of the perceived demand there for electronic parts. To facilitate their work, the students approached the Electronic Industries Association (EIA). The students felt that this national trade association could provide support for GETI in Washington, D.C., and could help GETI locate manufacturers of electronic components around the country. The EIA, in turn, responded because its contributions were largely time and information rather than money and because the GETI project could help the sales of EIA member firms.

GETI was also able to attract in-kind contributions from the prominent law firm of Sutherland, Asbill, and Brennan and from the international accounting firm of Coopers and Lybrand. Both firms have personnel who are highly skilled in ETC matters and were interested in helping GETI as a way to promote their firms and to secure GETI as a client should the project progress from a student exercise to a profit-making venture.

Another party GETI approached was American Security Bank. The ETC Act permits banks to obtain an ownership share of trading companies under an exemption from the general banking laws. But GETI asked the bank only to provide information and advice on export financing. The bank agreed to participate in a financing role in order to increase its knowledge about ETC operations and to seek new business opportunities through GETI.

In addition, GETI sought the support of the ETC office in the Department of Commerce, which was receptive to the initial concept for GETI and continued to be helpful throughout the project. That office was in the position to provide a great deal of information about ETCs and could also provide counseling on how best to prepare an application for ETC certification. The ETC certification should be written so that the exemption granted from the antitrust laws is narrow enough to provide protection, yet broad enough to permit a company to conduct business.

The students chose these parties to assist in the formation of GETI because they represent actual professional relationships a trade facilitation service would need in order to organize itself. GETI was fortunate to receive financing from the Department of Education, because it enabled GETI to approach other organizations for information rather than for capital. Moreover, these

organizations were asked to share information that for the most part they already possessed. Nevertheless, organizations' contributions amounted to commitments of materials and time in excess of $40,000, relieving GETI of substantial and necessary start-up expenses. The course thus served to put the students in touch with the business community and to involve the business community in real support for the business educational process. In turn, the students provided the firms with new information and analyses of previously identified interests or issues. Finally, through the student project, firms having similar interests or client base were linked in a novel way. Therefore, the student project provided a useful mechanism for the firms to increase their knowledge and visibility in international trade.

*External Problems Confronted by Students in the Clinic.* The students found forming a company and researching international trade matters far more complex and difficult than they had originally thought. One of the greatest difficulties confronted by the students, and one that gave them the greatest learning experience, was that the subject matter of the course was not found in the classroom or even on campus; it was available only through research at the Department of Commerce, at European embassies in Washington, D.C., and at electronic manufacturers and distributors spread throughout the United States and Western Europe. The students were forced to conduct their own research, write letters, make telephone calls, and build the contacts and network that would transform raw information into a trading opportunity and, ultimately, a transaction. As a result, the students were put into more of a business than an academic environment and were forced to begin to develop the skills they would need in a professional situation. In this way, the creation of GETI helped to bridge the gap between the educational and business sectors and to prepare the students for challenges they would face in a new job.

*Internal Problems Confronted by the Students in the Clinic.* The students also faced an administrative problem in carrying out the project: everyone involved wanted to make contacts and make decisions, and no one wanted to do the clerical work to support such actions. All nine in the group were MBA students, so there was no natural hierarchy of talents or abilities. Decisions were made on the basis of group consensus, and the project was run in a more democratic manner than one would generally find in a business organization. Clerical work such as typing, stuffing envelopes, and taking minutes at meetings had to be rotated among the group, resulting in inconsistent quality of the product.

The group was also adversely affected by the time constraints imposed by course-load demands. Students found it very difficult to run a business on a part-time basis. Often no one was in the GETI office when the telephone rang. During exam periods, GETI was neglected. This damaged what little image GETI had managed to create with the general public.

*Theory versus Practice.* Another major problem encountered during the GETI project was the students' difficulty in applying the theory learned in class to real-life situations. For example, in the basic marketing course, students had seen the wisdom in having a business be market-driven rather than product-

driven. That is, a company that gave the market what it wanted would be more successful than a company that started with a product and then had to find a market. However, during the establishment of GETI, the students realized that it was impossible to pinpoint the needs of the overseas market without having a product line as a place to start. Because the EIA was a cooperating party to the project, the students decided to start with electronic components. Thus, they committed themselves to a product-driven posture, one opposite to the market-driven stance they had intended to adopt.

In sum, the most apparent beneficial aspects of the GETI project for the graduate students were the technical information and research skills they obtained; the contacts they established with the federal government, the business sector, and the embassies; and the experience of operating in an office environment, which forced them to be presentable, responsible, and professional. Their experience shows that area studies and the international perspective in the business curriculum are enhanced and made most effective if combined with technical training and practical experience.

**Other Techniques of Improving International Business Education**

There are a number of other techniques available to enhance international business education. One of them is the exchange of students and professors in graduate business schools between the United States and other countries, a practice already implemented by educational institutions. These programs should be encouraged and expanded so that it becomes routine for graduate school business students heading for careers in international trade to undertake part of their studies abroad.

Because the contacts generated by meeting people from other countries is so crucial to assisting the entrepreneur in information gathering, visits to the campus by local and foreign businesspeople should be arranged whenever possible. The format might include an address by the businessperson; it should always include a chance for interested students to sit down with the businessperson and have a small-group discussion. Some of the most useful introductions are made in this context.

As demonstrated by the GETI experience, clinics for business students are invaluable. Clinics convey office manners and professionalism as well as technical information and hands-on experience not available in the classroom. Law schools use legal clinics to great advantage. These clinics teach the students the black-letter law in the context of real-life problems that bring the lesson home. The same techniques can be used with business students by making their services available to local businesses for no fee. Students can conduct marketing research or provide assistance in forecasting and developing business plans. In this way, the business benefits from the free assistance, the students learn something, and more importantly, an introduction between student and professionals is made. A student with a head for business will find a way to make use of the contact.

From another perspective, it should be realized that there is nothing wrong with having the business community carry part of the weight of educating business students. The better equipped business students are to handle real problems when they graduate from business school, the less time and money businesses need to spend training them to become profitable employees.

A fourth component is full-time summer internships abroad with foreign corporations. These positions are invaluable for contact building and for obtaining technical knowledge. Graduate business schools should make it a priority to expand the availability of such positions. They can best begin this task by having the business schools around the world begin to contact each other by mail or at conferences.

Last, it would be useful if one graduate school in each country would sponsor an international trade institute to offer a one-year program that would follow the normal two-year curriculum. This institute could offer courses focusing on the problems of multinational companies, with an emphasis on technical skills in accounting, trade regulation, and international finance. The international business community must have strong ties with these institutes to help design the curriculum to keep it practical and relevant. Business will benefit from the training to be received by their future employees. But the international business community must also provide the institutes with speakers and introductions into the sphere of international trade. Transfer of technial knowledge should be a priority. For example, to obtain export and import licensing, one needs detailed knowledge of the rules and regulations of the U.S. Export Administration Act, as well as of the import regulations of the destination of the goods. This information is so technical that it may not be covered by the basic graduate business curriculum. Advanced training at a specialized institute could provide instruction on the basic trade policies and regulations of the country of origin and its major trading partners. It could also provide technical training on where and how this information may be obtained.

## Conclusion

Area studies and the international perspective in the business curriculum are useful in introducing students to international trade issues. But because of the demands of the average business school curriculum and because of the difficulties inherent in obtaining and transmitting trade information and business relationships, area studies and an international perspective are not sufficient to prepare students for participation in international commerce without further training.

Practical clinics such as GETI are essential to give the students an opportunity to face issues in a business context and to learn by researching actual trade questions using resources away from the academic campus. In addition, exchanges of students and professors, visits by foreign business professionals, experience gained through clinics and internships, and learning opportunities

provided by advanced international trade institutes will stimulate the growth of the international trade community in each country that participates and will result in a stronger international economy, which will benefit us all.

# Higher Education, Business, and Government: A United Effort to Develop Oregon's International Business

**Mathilda E. Harris**
*Northwest Consortium for International Education*

The Pacific Northwest is increasingly becoming the gateway to Asia, and Oregon views itself as a future leader in the cooperation between East and West. In Oregon, international trade has increased from $1.2 billion in 1970 to approximately $10 billion in 1986. Today, over 1,000 Oregon companies are involved in exporting and importing; about eighteen to twenty-five percent of Oregon's yearly economy is dependent on foreign trade. Oregon's major trading partners are Korea, Japan, and Taiwan. Oregon has made important strides in recent years toward increasing its international trade, and its business community has made a strong commitment to develop Portland as a leading West Coast port.

Over the past several years, the Pacific Northwest Regional Commission—consisting of Washington, Oregon, and Idaho—has encouraged the regional promotion of trade. The U.S. Department of Agriculture is coordinating its efforts with the Commission, and Oregon is often singled out for its exemplary cooperation between the U.S. Commerce Department, state government, and business. Because the very livelihood of the Pacific Northwest depends on trade, the U.S. Commerce Department, the Chamber of Commerce, and various trade associations are encouraging cooperative efforts in international trade. Most importantly, the academic community has taken a unique approach in its efforts to work closely with the private sector and government in order to create the needed cooperation between Oregon and Pacific Rim countries. It is especially significant that the public and private sectors have recognized the essential role that community colleges can have in this endeavor, for it is they who most effectively and efficiently serve their communities and the small-to-midsized firms in their districts.

Oregon's efforts to bridge the expertise of education, government, and business in the international arena began about fifteen years ago, when Governor Tom McCall spearheaded a plan to develop a Pacific Rim Study Center at Portland State University. One of the major objectives of the center was to assist Oregon's public and private sectors to increase cooperation between Pacific Rim countries. Although the plan itself was short-lived, Oregon's leaders in government, business, and education continued to support the idea of an

organized effort to accomplish that mission. In July 1980, Governor Vic Atiyeh established the Governor's Commission of Foreign Language and International Studies, making Oregon one of the first states to meet the challenge of President Carter's Commission on Foreign Languages and International Studies. The Commission sought to strengthen Oregon's interest and knowledge in world affairs in the following areas: "increased citizen awareness of the importance and nature of Oregon's international ties; greater international interest and activity throughout the Oregon economy; higher standards of instruction in foreign language and other international subjects at all levels" (Oregon Department of Education 1982, iii). The Commission found that there were some noteworthy programs in international education and business activity and some severe shortcomings. Recommendations to remedy the deficiencies included:

- Coordination between state authorities and business, labor, media, community, and other groups in implementing a continuing program to make all citizens aware of the importance of international trade, investment, and tourism for the state's economy, and to inform them of the measures needed to take advantage of that potential;

- Cooperation between business and education in developing educational programs in international business, including business participation in school activities, consultation on curriculum content, and establishment of internships and other special education programs;

- An increase in international content in all collegiate and graduate schools of business programs, in accordance with the precepts of the American Association of Collegiate Schools of Business (Oregon Department of Education 1982: 9-10).

The Commission report had a statewide impact: the state superintendent of instruction appointed a global studies committee to make recommendations on appropriate global studies offerings at the secondary school level; community colleges began to take a leadership role in establishing associate degrees or certificates in international studies; and universities increased their course offerings in international education and business. Japanese and Chinese, hardly taught a decade ago, became part of the language offerings in several high schools and community colleges. Given this ambience, it is not surprising that Oregon views itself as having an economy interdependent with those of the Pacific Rim countries and knows that part of its economic welfare is dependent on international trade.

For Oregon to be successful in international trade, it must address the local, national, and international needs of its small-to-midsized firms; Oregon is a state with more than 60,000 small businesses. Recognizing this, the 1983 legislature established a network of small business assistance centers throughout the state. Lane Community College took the lead. The U.S. Small Business

Administration awarded the network federal funding in March 1984. "The combination of state and federal awards, coupled with local funds from the colleges' operating budgets, has laid strong foundations for Oregon's small business assistance program, now known as the Oregon Small Business Development Center Network (OSBDCN)" (OSBDCN 1985, 2). The mission of the OSBDCN, the first community college-based center of its kind, is to provide comprehensive services and resources to the small business community. According to Edward Cutler, State Director of OSBDCN at Lane Community College, by late 1984 the network was "already receiving national attention as an innovative model project for providing assistance to the small business community" (Cutler 1984, 3).

SBDCs have been established at all fifteen Oregon community colleges, and satellite centers exist at two universities. "Each center is operational and is providing services and resources to the business community in its service area. One-to-one business counseling is available for free to business clients" (Cutler 1984, 2). The centers also provide seminars, workshops, and classes on timely business concerns. Reese Shepard, Director, Central Oregon SBDC, believes that the SBDC has three primary objectives: (1) to help businesses doomed for failure, (2) to help marginal businesses improve through new techniques; and (3) to help promising businesses achieve growth and profit potential through effective planning and control (OSBDCN 1985).

The results of the OSBDCN are impressive. For example, Clackamas Community College reported successful start-up and expansion packages totaling over $300,000; Portland Community College showed a 30 percent increase in sales for selected businesses with which it worked; and Lane Community College counseled more business clients than any Oregon SBDC (OSBDCN 1985, 4). Twelve other community colleges in the state demonstrated positive outcomes in working with their business communities. Consequently, state funding for the 1985–87 biennium totals $500,000, and the OSBDCN will receive an additional $770,000 in lottery economic development funds.

Recognizing that international business development assistance requires a unique expertise and a statewide coordination of internationally knowledgeable resource persons, the OSBDCN, under the direction of Lane Community College, contracted with the International Trade and Commerce Institute of Portland State University to develop the Small Business International Trade Program (SBITP). In January 1985, a director was hired to lead the mission of the SBITP, which is "to provide comprehensive services and resources relating international trade to the small businesses operating in the state of Oregon" (OSBDCN 1985, 4). To accomplish this mission, the goals of the SBITP were:

- To stimulate small businesses throughout Oregon and to evaluate their potential for becoming involved in international trade;
- To increase export/import capabilities of small businesses in communities served by the various SBDCs;

- To provide research, information, and counseling to small businesses entering into international trade. (SBITP 1985)

Via the cooperation and sponsorship of the OSBDCN, community colleges, select four-year institutions, local and state government agencies and business communities, the SBITP offers seminars and workshops in international trade; assistance in developing a strategic plan for companies wishing to augment their international capabilities; international trade counselors for guidance; an on-line resource information database and directory; student intern services for research purposes; and a newsletter on international trade concerns relating to small businesses. Seminars and workshops focus on world trade opportunities for Oregon businesses. They are designed for small-to-midsized firms that wish to explore their capacities for entering the international trade arena and for those who wish to expand their ongoing international operations. Participants see presentations on how Oregon relates to the international marketplace and on successful ventures undertaken by local companies. Other workshops focus on international marketing, financing, establishing distributors, cultural concerns in international trade, and in-depth country information. A monthly international roundtable was started in July 1986 to cover such areas of interest as developing a business plan, advertising/pricing, international marketing, cultural relationships, and off-shore manufacturing. International trade counselors serve as speakers and resource persons during the workshops/seminars and monthly roundtables; they also form a support system for small businesses entering international trade. Counselors also assist the SBITP to identify companies that may be ready to begin developing their potential in international business ventures.

An especially impressive and innovative part of the activities of the SBITP is the International Business Plan. The first phase of this plan is to work with companies to initiate long-term and short-term objectives in expanding their international business and in evaluating their potential for success. A workbook for this effort demonstrates the process a business needs to follow for successful results. Each company that seriously wishes to expand its international business and to evaluate its prospects in international markets is requested to follow a plan that includes goal setting, targeting markets and customers, competitive analysis, financial strategy, break-even analysis, and timetables. The second phase of the program involves several sessions of one-to-one counseling. The OSBDCs coordinate these efforts with the SBITP and the International Trade and Commerce Institute. In conjunction with the second phase of the program, companies interested in international trade meet in the various districts of the state to discuss and evaluate their plans and to talk with business professionals who have been successful abroad. Community colleges are directly involved in these activities, and the existing expertise and interest is often initiated by them.

This program has an added benefit for the community colleges, for increased international involvement on the part of businesses in their districts helps to augment cross-campus interest in international education. For

example, Lane Community College has an active international cooperative education program that encourages students to work abroad and currently has major technical training contracts with several Third World countries. Mt. Hood Community College has assisted faculty development in international business by sponsoring faculty travel abroad. Consequently, international business assistance programs serve as catalysts in helping community colleges to envision their mission in international education and to integrate international studies throughout the campus curriculum and outreach programs.

Oregon's projects may stem from the best intentions and objectives and may be directed by the most knowledgeable persons, but this is not enough to guarantee that the final results will be truly positive. The plan outlined here is still in its infancy. What is now needed is an understanding that such plans are long-range projects requiring long-term resources. Year-to-year funding is not sufficient for long-range planning and for maintaining the qualified personnel who can assure that Oregon's economic problems can be reversed. Furthermore, a long-term strategy of cooperation between business, academia, and government must become a permanent part of Oregon's economic development plan. It is an awesome task to attempt to give quick solutions to critical economic situations. For example, Oregon's unemployment rate remains higher than the national average, and state revenues continue to suffer from the weakened wood-product industry and from fluctuating agricultural prices. Oregon's leaders are fully aware that the state has the potential and capacity to alleviate its economic malaise and to increase its potential in the global economy. A comprehensive long-range plan of action can encourage colleges and universities to train future generations to understand the financial and cultural implications of international business and cooperation; it can continue to support the cooperation of the public and private sectors to internationalize businesses; and it can assure the financial and philosophical support for such undertakings. Oregon's future also depends on creating new markets by encouraging new businesses to enter the Oregon economy as well as assisting the existing companies to develop their expertise and look into the future for innovative business ventures.

The 1985 Annual Report of the Oregon Small Business Development Center Network concludes that

> Oregon is facing one of the most critical times in its history. The state economy still suffers the effects of a devastating recession. But small business in Oregon isn't willing to give up. Business owners want to strengthen their own businesses, and in turn, strengthen Oregon's economy.
>
> Oregon's small businesses need and want more help. And the OSBDCN, with the help of its partners—the Oregon Department of Education, the U.S. Small Business Administration, and the eighteen sponsoring colleges—will continue to strengthen and expand its services and resources so that no request for assistance goes unanswered. (OSBDCN 1985, 4)

# Financing Programs and Providing Services

The articles in this section address the issue of resources for international business education from two perspectives. First, as educational funding declines, the ability to generate external support often becomes the deciding factor in the establishment of a new program. Susanna C. Easton presents a comprehensive overview of the International Education Programs of the U.S. Department of Education, with an emphasis on the purpose and program requirements of grant funds awarded for the Business and International Education Program, Title VI, part B. Second, Lynda Icochea looks at resources from the standpoint of the community college as a provider of services to the international business community. She delineates the steps that led to the establishment of a Center for International Studies at Bergen Community College and describes services offered by the Center. The importance of linkages with business is stressed by David Fiifi Sam and Lawrence Rubly, who participated in a cooperative project between education and industry at Chicago's Loop College. This effort resulted in the production of an extensive directory of international business resources. The final entry in this section, prepared by Susanna C. Easton, is an overview of program activities by 1985-86 community college Business and International Education Title VI, part B grantees.

# The Business and International Education Program of the U.S. Department of Education

**Susanna C. Easton**
*U.S. Department of Education*

The International Education Programs of the U.S. Department of Education originated in the National Defense Education Act (NDEA) of 1958. This legislation, passed in response to the launching of Sputnik by the USSR in 1957, for the first time authorized spending of federal funds to improve the teaching of science, mathematics, and foreign languages in the United States.

Title VI of the NDEA focused primarily on strengthening the study of "critical" or uncommonly taught languages and on the study of the areas of the world where such languages are spoken. The legislation authorized the establishment of language and area centers at institutions of higher education in the United States, including foreign language fellowships, funded research, and the preparation of teaching materials in the uncommonly taught languages. For the next twenty-one years, over $220 million were expended for these activities.

By 1980 only Title VI of the NDEA was still receiving annual appropriations; other parts of the law had been phased out or incorporated into other legislation. In 1980, Congress permitted the NDEA to lapse, and the international education programs were transferred as Title VI, part A, to the Higher Education Act of 1965 as part of the 1980 Education Amendments. In response to changing economic conditions, Congress added a new section—part B, Business and International Education Programs—to the legislation, with an authorization of $7.5 million for each fiscal year from 1981 to 1985. As this goes to press, we await congressional action on the reauthorization of the Higher Education Act. Because both House and Senate reauthorization bills have retained part B in the format in which it was initially authorized, we expect to carry on the program essentially unchanged.

Funding for the Business and International Education Program was authorized at $7.5 million for each of five years from 1980 to 1985, but this program like others, has been affected by budgetary constraints. Funds were first appropriated for the program in 1983, when the Congress authorized expenditures of $1 million. This amount was doubled in 1984 and raised in 1985 to $2.2 million. In 1986, the Gramm-Rudman-Hollings law mandated a small percentage cut in all programs, and Title VI, part B was reduced by al-

most five percent, to $2,110,000. For fiscal year 1987 we expect funding at about 1986 or 1985 levels for this program.

The purpose of the Business and International Education Program is to provide matching funds to institutions of higher education to accomplish two objectives. The first is to increase and promote the nation's capacity for international economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development. The second is to promote institutional and noninstitutional education and training that will contribute to the ability of U.S. business to prosper in an international economy.

Before the Title VI, part B was enacted in 1980, Congress held hearings to determine the extent of the need for the new legislation. The testimony was summarized in the opening paragraphs of the law in a section entitled "Findings and Purposes." It is in the context of these findings that the law is administered:

> The future economic welfare of the United States will depend substantially on increasing international skills in the business community and creating an awareness among the American public of the internationalizing of our economy;
>
> Concerted efforts are necessary to engage business schools, language and area study programs, public and private sector organizations, and United States business in a mutually productive relationship which benefits the Nation's future economic interests;
>
> Few linkages presently exist between the manpower and information needs of United States business and the international education, language training and research capacities of institutions of higher education in the United States, and public and private organizations; and
>
> Organizations such as world trade councils, world trade clubs, chambers of commerce and State departments of commerce are not adequately used to link universities and business for joint venture exploration and program development.

The legislation authorizes the Secretary of Education to make awards to applicants who propose to develop the international academic component of the institution, and to provide appropriate linkages with the private sector. To ensure the adequacy of the proposed services to the business community, Title VI, part B includes the following stipulations:

- Each application must be accompanied by an agreement between the institution and a business enterprise, trade organization, or association engaged in international economic activity.
- Each application must include plans to provide appropriate services to

the business community that will expand its capacity to engage in commerce abroad.

To qualify for funding, grantees must meet two other requirements:

- The institution must provide fifty percent matching funds from other than federal sources.

- The institution must guarantee that federal funds will be used to supplement, and not to supplant, other funds.

Experience in administering the Business and International Education Program has shown that potential applicants usually request clarification concerning two aspects of the program requirements. One of these concerns the sources of matching funds, the second the terms of the agreement with the private sector. The matching requirement, although clear on the fifty-percent limitation on the federal share of the project funds, does not specify the source of the remaining funds. It was initially anticipated that a portion of this funding would be obtained from the private sector, but in practice most applicants choose not to approach private donors in the initial stages of the application process. Most colleges and universities use in-kind, institutional funds to satisfy the fifty percent matching requirements. Institutions that compete successfully for federal funds in the Business Program competition report substantial contributions from the private sector once the federal grants are awarded; recognition at the national level brings local contributions. In accordance with the grant terms and conditions, these additional funds may be used to expand the scope of the project or to continue activities after the federal grant phase has terminated.

Unlike the private-sector funding, which is often acquired after the federal grant is awarded, the negotiated agreement between the institution of higher education and a business, trade organization, or association engaged in international economic activity must accompany the application and is part of the eligibility requirement of the federal statute. Many institutions select a local chamber of commerce or a local trade association as the initial party to the agreement. Additional agreements are often negotiated with businesses. Some of these are initiated prior to the submission of the grant application, others subsequent to the issuance of the grant funds. In all cases, reciprocity is required; that is, each of the parties to the agreement must specify certain activities that will be carried out under the terms of the grant. Although the terms of the agreement vary according to the focus of the project for which the grant is issued, certain common themes have emerged. For example, a chamber of commerce might offer a lecture series for local businesses on issues related to export, with the chamber and the institution of higher education cosponsoring the series. The chamber provides space and publicity for the series; the institution selects guest speakers and agenda topics. Some of the costs associated with the project are borne by participant fees; others are shared between the grantee and the chamber.

A typical agreement between a university and a business enterprise might offer faculty members with international business expertise to serve businesses on a consultancy basis or might establish seminars to meet the specific need of the business or corporation. We know of one applicant who plans to structure a master's-degree program in international affairs for the midlevel executives of a large multinational corporation. The training program will offer coursework one evening per week plus Saturdays and will last for two years. The corporation will pay tuition for its executives to attend the program, but the grant could support the initial investment in faculty time to create the courses required for such a specialized program.

Corporations often assist the universities by funding faculty or student internships. Some agree to fund specialized research projects; others underwrite portions of the overall cost of the projects. Many larger corporations send their international business experts to the college classrooms to teach specialized seminars or provide consulting services to faculty who often have only a theoretical knowledge of business practices in a foreign area. The statutory requirement for a negotiated agreement between a college or university and the private sector is unique to Title VI, part B. A "model" agreement is one that provides an accurate assessment of the research and training needs of the educational institution and the local business community and utilizes the resources of both public and private sectors to meet those needs.

The Title VI, part B legislation provides a listing of nine activities that may be carried out under the federal grant program, although the law specifies that these activities are meant to be illustrative and are not intended to limit the kinds of projects that applicants may carry out. Specifically included in the legislation are provisions for research and curriculum development, for fellowships and internships or other training and research opportunities for students and faculty, and for the establishment of export education programs or programs for nontraditional, midcareer, or part-time students. In the newly authorized Title VI legislation, Congress added a provision for internships overseas to enable foreign language students to develop their skills and knowledge of other cultures and societies. This provision therefore provides specific authority to carry on an activity that previously was implicitly permitted.

Approximately 150 applications are received in our annual program competitions. Funding levels of just over $2 million per year for the last two years have permitted us to award twenty-five to twenty-six new grants and to support ten to twelve second-year grantees annually. Grant awards have ranged from $35,000 to $150,000, with approximately $67,000 as the average cost. Community colleges generally compete well in the annual program cycles. We usually receive fifteen to twenty applications from two-year schools in each program competition. In 1985, twelve of thirty-five awards were allocated to community colleges; in 1986, eight of thirty-six grants were awarded to two-year schools. Abstracts of the 1985 community college projects appear at the end of this section and provide an overview of the range of activities proposed by successful applicants.

In the 1985-86 academic year, an initiative from the American Association of Community and Junior Colleges prompted us to link together twelve of our community college grantees into an International Trade Education Computer Network, utilizing computer equipment already in use at many of the nation's business education programs. For the 1986-87 funding cycle, we plan to link present and former grantees at all institutional levels and to permit other institutions access to the computerized network free of charge. The purpose of the network is to encourage institutions to communicate electronically and to contribute to the development of a core of knowledge that can be shared by grantees and nongrantees alike. We began by asking grant recipients to contribute information relating to their projects—to share their program plans and objectives, to provide teaching and conference materials prepared under the grant, and to include information concerning approaches and strategies for working with the local business community, as well as a final evaluation of their project. Plans for the 1986-87 computer network include access to databases available from the U.S. Department of Commerce or the Overseas Private Investment Corporation, made available to institutions either free of charge or on a subscription basis. To date, 132 Business and International Education Projects have been funded. Pooling information from these grantees and maintaining a continuous dialogue among these and other business projects make available the knowledge produced under the federal grants to all who wish to access the International Trade Education Network.

# Community Resources for International Business Programs

**Lynda Icochea**
*Bergen Community College*

In New Jersey, colleges actively involved in the international business community owe a debt of gratitude to Dr. Nasrollah Fatemi. Dr. Fatemi, director emeritus of the Graduate Institute of International Studies at Fairleigh Dickinson University, encouraged all of us to "join with the business community in order to develop international education programs." Dr. Fatemi spoke to the faculty at Bergen Community College in September 1971. It took us a long time to follow his advice, but in 1979 Bergen began to respond to the challenge of establishing a comprehensive international studies program. The first area the college decided to address was international business programs. The force behind this decision was the positive reaction of Bergen County companies involved in international economic activities, who articulated their needs in a survey conducted by the college. The questionnaire was distributed to 450 companies, and within two weeks, 179 companies responded. They defined the following international business educational needs:

- Language studies for employees (16 languages identified);
- Information provided by the college in market research, customs regulations, international banking, geography, and culture;
- Workshops, seminars and/or courses focusing on import/export techniques and documentation, letters of credit, languages, bilingual secretarial, insurance claims, metric education, international marketing, and distribution agreements.

In addition, the companies expressed a willingness to advise the college on international studies programming and to join the Bergen Community College International Trade Roundtable.

The positive response to our survey led to the establishment of a Center For International Studies (CIS), whose primary focus for the community is international business programs. The center has formed close alliances with businesses by responding to their articulated needs, involving them in our programming efforts, and serving as a clearinghouse for key service providers in the area.

Our first effort was to establish the International Trade Round Table (ITRT). The Bergen ITRT consists of member companies from the New York and northern New Jersey area. The companies send representatives to monthly

meetings where a guest speaker addresses key international trade issues. In order to continue this successful forum, many resources in the community are continuously identified and utilized. The staff communicates and visits foreign chambers of commerce, Small Business Administration offices, consulates, international trade development offices, state and federal international economic divisions, and, most importantly, chief executive officers of import/export companies. Through these contacts the CIS has secured not only up-to-date trade information but quality speakers for the monthly ITRT sessions. The members of the ITRT represent a diverse group including importers, exporters, attorneys, accountants, freight forwarders, customs house brokers, insurance agents, export management consultants, manufacturers, bankers, and FCIA and Eximbank officers. This diversity is one of the unique strengths of the organization.

Our second response to the business community was to offer credit-free courses. By 1984 we were offering ten such courses each semester, including "Fundamentals of Exporting," "Export Marketing and Pricing," "Letters of Credit," "Marine Cargo Insurance," "Political Risk Analysis," and language programs for business professionals in Japanese, Spanish, German, and French. Many community resources are utilized to ensure viable, high-quality courses. The instructors are traditionally ITRT members or their staff. Instructional materials are secured from state and federal government offices as well as from companies. Guest lecturers include commercial attachés from consulates in New York and embassies in Washington, D.C. We also maintain close contact with organizations such as the Foreign Policy Association, the New York World Trade Council, and the United Nations, which provide background materials as well as recommendations for instructors and guest lecturers. The high quality of instructors and materials has ensured course enrollments from thirty to seventy-five students each semester.

Another tangible response to the business community was the development of a two-year degree program in international trade. Members of the ITRT Policy Board and the Community Advisory Board were invited to participate in the design of courses. Members from the ITRT were invited to teach classes. Materials were secured from companies and the other organizations with which we had formed strong linkages. Each semester, members of the ITRT review course outlines and textbooks and recommend revisions.

As our programs began to develop, other service providers began to seek affiliation with the center. Two such resources were the U.S. Department of Commerce International Trade Administration (ITA) and the New Jersey District Export Council (DEC), which requested the opportunity to cosponsor the ITRT. These linkages have been the most effective and beneficial to date. The expert advice of the DEC and ITA representatives has been invaluable to our program development. Their contacts became our contacts, and their materials and trade information leads became ours. Their vision for new ways to involve the college with the business community led to exciting projects, many of which have become permanent offerings. These include the Interna-

tional Trade Briefings. Unlike the ITRT, the briefings are open to the public and are offered twice a year. These day-long sessions focus on marketing strategies for selected countries such as the United Kingdom, Germany, Mexico, Japan, Peoples Republic of China, Canada, Haiti, France, and Costa Rica. The presenters include representatives from consulates and embassies, companies from the country under discussion, U.S. government agencies, and U.S. companies involved with the selected country. The presenters give their unique perspective on the trade opportunities and commercial relations between the selected country and the United States. The use of print materials, films, and slides from different countries enhance the presentations. Representatives from the SBA, International Trade Administration, Foreign Trade Zone, and other service providers are invited to conduct individual consultation sessions after the formal presentations.

As our reputation grew, an increased number of community members requested specific services. We have responded to these needs by providing conferences, workshops, and training programs for audiences such as Hispanic and Asian business professionals as well as for companies wishing to enter the international trade field.

One of the most effective linkages for the latter projects is our strong association with the U.S. Department of Commerce ITA. The district office in Trenton is mandated to provide information and services for the business community interested in international trade. Dialogues began in 1981 with the Trenton district office to form an even closer working relationship by establishing an associate office at the Bergen Community College Center for International Studies. In November of 1985, this became a reality. ITA, as authorized by the Secretary of Commerce, opened a full-service office at Bergen. Representatives from ITA stated their principal reasons for this decision as follows:

- The Bergen Community College International Trade Round Table is one of the most important "trade contacts" nationwide;
- ITA has identified 4,000 "established and prospective" exporters in New Jersey, the majority located in northern New Jersey;
- ITA needs to reach out to these companies and make their services more accessible.

The resources provided by the associate office include trade information materials, lists of speakers, lists of companies, and most important, the expert counsel of a full-time international trade representative. CIS was also designated by ITA as a Caribbean Basin Initiative (CBI) Multiplier. A questionnaire has been mailed to over 2,000 firms in New Jersey that might be interested in trading with any or all of the twenty-eight Caribbean countries. A bilingual reference guide will be published and four seminars are scheduled for 1987.

The Bergen CIS and the ITA associate office have embarked on new programs that include a two-year project funded by Title VI-B entitled "International Business Programs for Hispanics." One thousand Hispanic-owned companies have been surveyed. The CIS will use analytic measures developed

by the ITA to determine which of the respondents have "export potential" profiles. Eleven Hispanic professionals already involved in international trade will then deliver presentations at workshops focusing on competencies for successful export transactions. After these workshops, ITA and CIS staff will conduct in-person surveys to determine appropriate markets, products, and export strategies for each participant. The project resource personnel, including the workshop instructors, ITA representatives, and commercial attachés from consulates and foreign chambers of commerce will conduct individual sessions with participants to guide them in their export transactions. It is expected that at least 75 percent of the participants will actually complete a successful export transaction.

The above information has been given in hope that the steps taken by the CIS will serve as a guide for colleges wishing to link up with the business community. In order to form a mutually beneficial and effective alliance, it is necessary not only to identify the needs of the community but to identify key resource individuals in that community for advice, cooperation, and participation in program development. International trade is very complex and challenging. Colleges can play a vital role as facilitators and clearinghouse brokers for the international business community. But we can do this effectively only if we ally with community resource persons who are dedicated to promoting the success of the international business sector.

# Information Resources for International Business: A Cooperative Initiative Between Education and Industry

**David Fiifi Sam**
*Loop College-City Colleges of Chicago*

**Lawrence H. Rubly**
*TransTech Management Consulting, Ltd.*

Loop College, one of the eight City Colleges of Chicago, is a recipient of a grant from the U.S. Department of Education under the Title VI, part B Business and International Education Program. The goal of the College's program is to expand mutually productive relationships between the college and the international business community through educational services and curricular innovation. Over thirty Chicago-area public and private business interests are currently participating in the program.

During a three-year period, the program's objectives have included developing a statewide international speakers bureau; producing resource materials for the international business community; internationalizing the college's curriculum by incorporating modular units with global perspectives in regular course offerings and designing Associate Degree and Advanced Certificate programs in international business; and collaborating with the American Association of Community and Junior Colleges to establish an International Trade Education Network and to disseminate information on international business activities conducted by higher education institutions, especially community colleges.

The Loop College *Resource Handbook for International Business,* discussed here, is an example of the college's effort to promote economic development through provision of international business information. The handbook was designed to serve businesses that are trying to identify export or import markets, analyze their competition, ship or clear goods, or increase profitability through creative use of export finance programs.

### Resource Handbook Background

Loop College contacted TransTech Management Consulting at the encouragement of the Illinois Department of Commerce and Community Affairs (DCCA) to do the basic data gathering. TransTech, established in 1981 as a training company, changed focus in 1984 to become a full-time international

trade consulting firm. It is a member of the World Trade Group, an international consortium of thirty-six firms with offices in forty countries whose member firms do local market research for each other's domestic clients. Trans-Tech submitted a proposal that was reviewed by officials at DCCA, University of Illinois at Chicago (UIC), and Loop College. Comments by the officials were incorporated in a December 1985 action plan, which became the guidepost for the handbook.

**Product**

The product is a handbook that represents only a snapshot of a much larger and constantly changing picture of international business information resources available to the business decision maker, researcher, or academic instructor. It contains approximately 500 names and profiles of published works, databases, government agencies, and private enterprises that provide insight into export markets, foreign sources, international trade operations, and trade finance.

The targeted users are the market researchers, business executives/staff, college instructors, students, and Small Business Development Centers for the promotion of international business. Because information users throughout the state of Illinois range from first-time exporters or importers to highly sophisticated international traders, the resources included range from basic introductory texts and public agencies to highly specialized databases and private service firms.

For companies that prefer to conduct market research with internal staff members, the handbook provides contact information on government agencies and bibliographic data on books, periodicals, databases, and information services. For companies that are looking for specific trade support services or that prefer to contract out market research, the handbook provides names and contact information on various types of service firms and trade associations. Specifically the handbook lists directories, handbooks, shelf-items; trade and specialty publications, newspapers and magazines; on-line databases from all over the world, the majority of which are accessible over telephone lines; government publications from the United States, state of Illinois, United Nations, OECD, and foreign and consular offices; and information services available from organizations that sell databases and trade resources. In addition the handbook provides information on banks as resources, publications, consulting and CPA firms listed by contact names, freight forwarders/importers, foreign trade zones/ports authority, government agencies, international organizations, and custom house brokers. The following information, to the extent possible, is available on each resource listed: name of resource, contact person and office, address and telephone number, contact telex, description of resource including geographic area of specialty, and any additional notes available.

For ease of use, the directory is divided into twenty sections. Each of the first nineteen sections contains an alphabetical listing of the names of the re-

sources that the reader can use to deal with a particular aspect of international trade. The final section contains profiles of each resource found in the previous sections. The profiles are arranged alphabetically by the name of the resource.

The unique feature of the reference book is the availability of names and telephone numbers of people who can answer critical questions. A drawback is turnover of personnel listed. Recognizing the limited shelf life of the directory, the college sought a means by which the information could be computerized, updated, and expanded. This led to a special collaboration with the University of Illinois at Chicago (UIC), which under a separate Department of Education Title VI grant, will put the Loop College database in the UIC mainframe computer so that it may be accessed by businesses on a statewide basis via modem. Additional resources will be included in subsequent revisions of the database.

**Methodology**

The objectives of this project were to publish the reference handbook and to determine among information users what gaps existed in their use of international business resources.

One faculty member and three student interns did the information gathering for both objectives. First, they went to public and college libraries to gather information and then fed it into the computer. The database for the book was designed for the personal computer. The computer used was a Compaq Deskpro Model III (640K, 20-megabyte hard drive). The software used was dBase III PLUS and Framework II (both from Ashton-Tate). Compatibility and transferability of files was the deciding factor in the choice of software but any well-integrated or sophisticated software would have been fine. The database was structured to include all the descriptive fields, and the logic fields served as sort keys.

The second part of the project involved canvassing the business community. DCCA provided a list of companies that had previously made inquiries to the state regarding international business. These included importers and exporters and ranged from Fortune 100 companies to small business enterprises.

Letters were sent to about 500 firms explaining the project and soliciting help. The letter went out from the president of Loop College. This established the college as the project leader and demonstrated the college's commitment to fostering the academic-business relationship. The letter explained what was needed and advised the companies that a researcher would be contacting them shortly. Between 60 and 110 letters were sent on five different occasions over a two-month period. Within a week after a batch was sent out, interns started calling the businesses. DCCA provided desks and telephones for the phone calls.

Interviews with the business executives lasted from five to seven minutes. The interns asked the following questions: What information resources were currently being used? What type of information would they like to get but are unable to find? In an ideal situation how and where would they like to get the information?

The survey found that most of the information contained in databases was sufficient—that is, there was plenty of information out there. In addition, the survey revealed that the biggest problem was the lack of awareness of the availability of these resources. Finally, the survey indicated that statistics provided by government agencies, both on the federal and state levels, were generally too broad and too complicated to be of substantial help. The statistics show trends and "macro" pictures but were insufficient for "micro" decision-making.

**Academic-Industry Cooperation**

To ensure that the handbook remains relevant to the business community, an editorial board consisting of representatives from education and public and private business interests was formed to review and edit the materials. Individuals who served on the board were from the following organizations: Chicago Association of Commerce and Industry, The Harrison Group, Illinois Department of Commerce and Community Affairs, Trade Resources Ltd., and The University of Illinois at Chicago. Loop College was represented on the board by a data processing faculty member, the dean of instruction and program director, and the program coordinator.

Although it is too early to determine the impact of the handbook, it is fair to say that it has been well received by the international business community for which it was intended. Inquiries for copies have been received from not only the state of Illinois but also from several other states. This suggests that many businesspeople outside Illinois may find the handbook useful and the two-part business outreach objective, which culminated in the publication, is worthy of duplication in other parts of the country.

# Overview of Community College Business and International Education Grantees, 1985-86

**Susanna C. Easton**
*U.S. Department of Education*

Since 1983 the U.S. Department of Education (DOE) has supported approximately thirty-five Business and International Education projects annually. These projects are designed to promote educational and training activities that will contribute to the ability of U.S. businesses to prosper in an international economy. The program is authorized under Title VI, part B of the Higher Education Act of 1965, as amended.

Over the last three years, the awards given to community colleges have ranged between eighteen and thirty-four percent of the total number given. In 1985–86, twelve of thirty-five grants were given to community colleges. Abstracts of these funded projects follow. Interested individuals may contact the project directors for more information; institutions interested in applying for funding should contact the center for International Education, U.S. Department of Education.

**Arapahoe Community College,** Littleton, CO 80120; K.C. Chacko, director; 303/797-5679. Amount allocated: $40,000.

Arapahoe College seeks funding for its Rocky Mountain Institute for Foreign Trade and Finance. Linkages have been established with the Foreign Trade Office of the state of Colorado, and the International Trade Association of Colorado. Proposed activities include seven courses per quarter on issues and opportunities in foreign trade and international business, on topics such as "Export Marketing Strategy," "International Documentation," and "Cargo Movement." Seven short seminars, two one-day workshops, student internships, and an overseas trip for business professionals (for which no DOE funds are requested) are also proposed.

**Brevard Community College,** Cocoa, FL 32922; Maurice Buckner, chair, Business Department; 305/632-1111, extension 3600. Amount recommended: $50,000.

The college negotiated an agreement with the Cocoa Beach Area Chamber of Commerce (CBACC). The following activities are proposed: (1) establishment of an International Business Institute at Brevard to provide

ongoing services to the CBACC membership; and (2) development of a new associate degree in International Business at Brevard. Members of the international affairs committee of CBACC will serve as consultants for this new degree program.

**Broward Community College,** North Campus, 1000 Coconut Creek Blvd., Coconut Creek, FL 33066; Paul Richter, director of International Business; 305/973-2223. Amount allocated: $33,530.

The proposed International Business/Export Education Project will be a cooperative effort between the college and the World Trade Council, a division of the Fort Lauderdale Chamber of Commerce. Activities proposed include (1) development of an innovative certificate program designed to improve the skills of existing members of the business community; (2) revision of the existing A. S. degree program in international business; (3) development of competency-based international education modules for inclusion into existing business courses; (4) establishment of an International Business Cooperative Work-Study Program in Broward County; (5) college staff development activities, including faculty workshops, and staff participation in a consortium seminar in Belgium and in U.S. Department of Commerce trade missions; and (6) cosponsorship with the World Trade Center of an International Business Import/Export Resource Center and an import/export trade promotion conference.

**Bunker Hill Community College,** Boston, MA 02129; William Craft, dean, Division of Planning and Development; 617/241-8600, extension 410. Amount allocated: $60,000.

In planning for this project, the college surveyed 150 Greater-Boston companies. Based on the results of this survey, the college will develop an International Business Skills Resource Center to provide appropriate services to the business community. Also proposed are curricular revisions in business courses, student internships, career counseling, and a new program of study for individuals planning mid-career changes. Agreements were negotiated with several local banks and the International Business Center of New England, as well as with several other agencies. These business partners will provide a staff member to serve on the project's advisory board, to lecture in seminars, and to place students in internships.

**Central Piedmont Community College,** Division of Business Administration, P.O. Box 35009, Charlotte, NC 28235; Larry Harmon, director; 704/373-6543. Amount allocated: $71,470.

The college has negotiated agreements with the U.S. Chamber of Commerce, several local chambers, and some private corporations. To improve its teaching program, the college will expand the existing international certificate program to include options in marketing and finance, develop an associate

degree program in international business, and revise portions of the business curriculum. Outreach activities include workshops, conferences, and a media program to increase the awareness of the local community regarding the role of local business in the international marketplace. The college will be one of several institutions serving as Regional Resource Centers for the dissemination of information on business curricula and export education under the auspices of the American Association of Community and Junior Colleges (AACJC).

**Coastline Community College,** Costa Mesa, CA 92626; Chester C. Platt, director; 714/751-9740. Amount allocated: $73,000.

Several new programs of instruction and community service will be developed at the college in partnership with representatives from the private sector. New course materials will be included in six current teaching units. Ten noncredit workshops for local business will be prepared, and four thirty-minute televised training segments will be produced for use in plants and offices, and for broadcasting over southern California cable TV. The agreement was negotiated with ITT Cannon.

**Dallas County Community College,** DCCCD, 701 Elm, Dallas, TX 75202; Bonny Franke, director of Resource Development; 214/746-2275. Amount allocated: $52,000.

The Southland Corporation, the U.S. Department of Commerce, and the World Trade Mart have agreed to assist the Dallas County Community College District and three of its colleges in a Business and International Education Program. The applicant proposes to revise the business curriculum in order to include associate degree options in international management, international retail distribution, and marketing and international banking and finance. Brookhaven College will be the lead institution, with Richland College and Eastfield College participating. All materials prepared under the grant will be distributed to the seven colleges in the college district.

**Fashion Institute of Technology,** 227 West 27th St., New York, NY 10001; Cynthia Wellins, director; 212/760-7652. Amount allocated: $50,000.

The Fashion Institute of Technology, a two-year college affiliated with the State University of New York, offers interrelated training and liberal arts education for those who design, manage the production, and promote and market the products of the apparel and related industries. The new international business education project will (1) provide a core of courses in international trade and international studies for the undergraduate curriculum; (2) offer a set of courses to members of industry interested in pursuing this field; (3) provide workshops to owners, managers and employees of apparel firms; and (4) establish a trade advisory desk for the industry. The Fashion Institute has entered into an agreement with a New York-based manufacturing association to further the objectives of the project.

**Loop College,** Community College District 508, 30 East Lake Street, Chicago, IL 60601; Mary Fifield, director; 312/984-2842. Amount allocated: $72,000.

Loop College, one of the City Colleges of Chicago, will assist businesses by publishing a directory of international business resources for statewide distribution; developing a statewide speakers bureau; compiling and publishing a single-source reference listing international business programs and courses at Illinois colleges and universities; developing and teaching new courses and seminars for the business community; arranging student internships with local businesses; collaborating with AACJC on an international business monograph; and assisting AACJC with dissemination of information through the International Trade Education Network (ITEN). Agreements were formulated with thirty public and private sector business interests. The project expands activities currently undertaken under a Title-VI award. The project will be funded for two years.

**New York City Technical College,** City University of New York, Brooklyn, NY 11201; James Goldman, director of Continuing Education; 718/643-4900. Amount allocated: $47,000.

In conjunction with the New York City Office of Business Development, the U.S. Department of Commerce, and the Brooklyn Chamber of Commerce, New York City Technical College proposes to establish an International Education Curiculum Development and Training Project for the Caribbean Basin Market. Proposed activities include the development of a one-year credit-bearing certificate program in international trade to be offered by the college's Marketing Department and the establishment of a Resource Center for small- and medium-sized businesses seeking to enter the Caribbean Basin Market.

**Rockland Community College,** Suffern, NY 10901; Martin F. Schwartz, chair, Business Department; 914/356-4650. Amount allocated: $45,000.

The college, in conjunction with the Tappan Zee International Trade Association, and other organizations, proposes to (1) improve the inservice educational capacity of the cooperating trade organizations by sponsoring at least six world trade seminars and by developing a mediated short course on exporting; (2) strengthen the expertise of the college's core faculty by providing assistance to one faculty member to attend graduate-level classes in international finance and economics and to participate in an internship program; (3) develop a curricular option in international trade within the Associate Degree Business Program and develop four instructional modules including content on international business practices and economic theory for inclusion into existing core courses taken by all students enrolled in the degree program (accounting, marketing, business law, and general business); (4) establish a Resource Center for International Business and related concerns as an inte-

gral part of the curriculum; (5) disseminate this model and its resources through existing college and business consortia and through the establishment of an international business newsletter.

**Vista College,** Berkeley, CA 94704; Santiago Wood, acting president and director; 415/841-8431. Amount allocated: $65,000.

The International Trade Institute was established at Vista College in 1983 with Title VI, part B funds. The college now requests funding to expand the scope of the institute, leading to a certificate in international trade. Also proposed are the addition of self-paced language materials for several languages to augment existing instruction in Japanese and Mandarin Chinese and support for student internships. The college will form a Bay Area consortium, hold a one-day seminar for local community colleges to inform them of current issues in international trade, and establish a summer institute for college faculty. A resource center will be developed, and outreach to nontraditional students will be accomplished through a local television forum. Agreements were negotiated with the Port of Oakland and several other trade organizations and private sector establishments, who have agreed to contribute staff time, meeting facilities, facility tours, display sites, publicity, internships, and pro bono counseling. The project will be funded for two years.

# Expanding the Learning Environment

The four articles in this section propose and describe differing types of international exchanges. Yet they share a conviction in the educative value of travel and a belief in the world understanding to be gained by participating in an international experience. In the first article, Howard A. Berry argues persuasively for combining study programs and volunteer service for world learning. He describes the Partnership for Service Learning, a national consortium developed to integrate work and studies in an international setting. Next, Brenda S. Robinson's narrative advocates a career-related student exchange program through a "sister city" agreement between Bunker Hill Community College and the Lycée René Cassin, a two-year postsecondary institution in Strasbourg, France. In the third article, the history and goals of the USIA International Visitor Program are explained by Sherry Mueller Norton, who also discusses ways to become involved with the program and provides other resources for exchange programs. Concluding this section, Ernest W. Maurer addresses the issue of providing technical assistance on an international scale through training workshops. His article includes both logistical and cultural factors to be considered during the project's planning stages.

# Beyond Entry Level: International Service Learning, Business, and the World

**Howard A. Berry**
*Rockland Community College*

At first glance it would seem that the link between international service learning and business concerns is a tenuous one, responding neither to the needs of students for jobs and careers nor to those of business for trained and able personnel. After all, what relation has the experience of service in a community project in Jamaica, Ecuador, or the Philippines to do with a future in business? One would think that service learning relates to social services, or at best to that vague area called liberal arts. Isn't the more sensible connection between education and business, especially for community college students, through local co-op experiences and internships directly related to the student's course of studies and immediate job expectations? A number of colleges engage in exactly these connections and no doubt serve many students by them.

As educational leaders, however, we should take a larger and longer view of the issues involved and ask some crucial questions. What are the changes in the world that call for new ways of teaching and learning about other societies and cultures and for developing a sophisticated international literacy? What are the real needs of business for personnel who understand international/intercultural matters beyond entry-level technical skills? And what reconceptualizing of education needs to be done to provide students with the learning, experiences, values, and perceptions that will allow them to understand and adapt to the rapidly changing world, as well as to make positive and continuing contributions to it?

That the world has changed within the last generation has become a truism. The emergence of a multiplicity of nation states and the political and economic struggles of the developing world have combined with instant communication and rapid travel to create new realities and complexities. Leisure and marketing have literally become global.

But those truisms are also shaded by bias, distortion, and superficiality. Our international media coverage is not only scanty but sensationalized; tourists most often seek mini-versions of their home environment; and the majority of study programs abroad are Euro-centered, located in institutions similar to the home campus, with classes and studies designed for Americans. Where any mixing occurs it's generally with groups in the other society that have made it to higher education. Few students live and work directly in a host

culture, encountering at first-hand its cultural complexities or gaining knowledge of the impact of local, national, and international decisions on the majority of people. In contrast, a student, after a service-learning experience in an inner-city community project in Kingston, Jamaica, said, "I now know that at the end of every decision by the International Monetary Fund (IMF) there is a hungry child." Putting aside the judgment of the IMF, that student learned a vital dimension of international organizations beyond classroom charts or statistics: Actions have consequences, and policies made in the boardrooms of advanced countries echo through all levels of other societies.

These changes in the complexity and reality of the world have their counterpart among businesses and international economic structures and developments. John Naisbitt and others have written extensively on these changed realities and on their direct impact on the economic life of the United States. U.S. businesses, industries, and marketing have to deal with their changed position in relation to the rest of the world. The classic case of failure to pay attention to changed international and intercultural realities is the automobile industry. Yet the failure to respond to global realities seems to be less a matter of technology or even intellectual knowledge than it is one of cultural sensitivity, values, and the ability to adapt to new perceptions. Consider the implications—as well as the date—of this report from *Time* (January 1979):

> Not long ago, in an effort to overcome . . . insularity, one U.S. firm proposed a 30- to 50-hour orientation course for new employees of 100 American . . . companies. It would have included elementary Farsi, a brief history of Iran, and a cultural and sociological introduction to the country. Not a single company would agree to underwrite the cost . . . . The results are painfully obvious.

There is some evidence that business and industry leaders have become aware of these "painfully obvious" developments and are beginning to consider the changing nature of the world as well as the importance of cultural and social values. This applies as well to factors within the United States, such as the growing importance of cultural minorities and the increasing (over 2 million) employment of foreign nationals. Peter Drucker has observed that all the assumptions on which management practice has been based for the last fifty years are obsolete. Business practices and an understanding of human beings in their cultural variety are not in opposition; they are emerging as a key to a global future. Harris and Moran put it this way in *Managing Cultural Differences:*

> . . . management and labor will need cross-cultural competencies, a consciousness expressed in global concerns . . . . Employees need to learn about culture and cross-cultural communication if they are to work effectively with minorities within their own society or with foreigners encountered at home or abroad . . . . The furtherance of world trade and commerce, the sharing of rich nations with less affluent countries, the cultural and commercial exchanges of the world's peoples—all foster human prosperity and development throughout the globe. (Harris and Moran 1979)

What of the role of education in the midst of these economic, political, and cultural upheavals? Ironically, whereas business seems to be developing an awareness of the need to restructure and reconceptualize knowledge of the world, the educational establishment appears more reluctant to consider basic changes. International studies still teach outmoded political and economic models; study-abroad programs are still Euro-centered and classroom based; language and cultural studies still treat traditional societies in a lecture mode.

Where international/intercultural consciousness is touted, it tends to be in terms of speakers and lecturers from developing countries whose appearance provides a short-term balm to the conscience but does not motivate students to do anything about the issues or the people. A colleague is fond of citing an example from her visit to a prestigious northeastern college. A government speaker was appearing to talk about Central America, and some students had rallied to protest current U.S. policies. A good portion of the faculty was no doubt proud of the "global awareness" of their students. The slogans and leaflets in favor of Nicaragua, however, told another story. One statement claimed that under the current government of Nicaragua the literacy rate had risen from fifteen to ninety percent in one year. As my colleague pointed out, any student who had actually served among the people of a developing country would know this to be an impossibility and would not be taken in by such a simplistic claim.

This raises a profound pedagogical question for education in general and for international/intercultural studies in particular. How can we provide students with experiences of the world that help link theories to complex realities? How can they be brought to see first-hand the complicated problems and potential of the developing world and the role the United States plays in this? How can they be made aware of the difficult economic and human-value choices businesses often have to deal with in negotiating decisions and policies between countries and cultures? Overall, how can they be given a direct experience of the complexity of the values, competing interests, and social and cultural realities that will enable them to become continuing contributors to the world they are entering?

One vehicle for this, in the minds of a growing number of people, is service learning in international/intercultural settings. Briefly put, service learning is combining volunteer service and academic learning in an intentional and integrated structure. The service gives the student a direct encounter with another culture and people; it makes real the society and the problems faced in daily life; and it allows for powerful affective dimensions of personal growth, maturity, and values. The learning gives structure to the experience, allowing the student to test concepts and theories against the realities encountered, to develop skills of action and reflection, and to integrate daily experience into a larger framework of social and cultural understanding.

As a concept, service learning is not new. Examples that spring to mind include Goshen, Warren Wilson, Wheaton, Antioch, and others. But these are four-year liberal arts institutions. Applying service learning on a "populist"

basis is new, and community colleges, enrolling some fifty percent of those in higher education, could give international literacy and understanding national meaning and impact.

A major step in this direction was the formation four years ago of the Partnership for Service Learning (PSL). Based at Rockland Community College of the State University of New York, PSL is a national consortium of two- and four-year institutions that develop and share programs for students. Quite "ordinary" students have participated in programs in Ghana, Kenya, England, Jamaica, Ecuador, Philippines, and Liberia. Well over twenty colleges have sent students to these sites. Intercultural service-learning opportunities are also being developed in the United States. Although these can provide effective cultural learning, the programs in other countries are often more exciting to students.

All programs follow a basic and proven design, adapted and adjusted, of course, for the particular country and culture. Students in each program engage in a structured, credit-bearing introduction to the history, culture, politics, and economics of the host society. Language study, where called for, is an integral part of the program. In addition, each student is matched to a community agency or project for the service portion of the program. The academic studies connected to the service are individually designed for each student's needs and interests. In-country academics provide the teaching and mentoring, but in most cases ultimate evaluation and crediting is with home-campus faculty. Program costs are held to a minimum and in many cases are not much more than a semester at the home campus.

Students report that the learning is powerful and effective—interculturally, academically, and personally. In the words of one community college student who had a fairly difficult placement, "I learned more in four months than I did in fourteen years of education." Funding is anticipated from the Ford Foundation for a more formal programmatic and organizational evaluation.

Given the interesting opportunities provided by service learning, what of its relation and value to business and its needs? Specific applications could be drawn. A student who worked in Ghana with roadside vendors learned a great deal about small business and direct marketing needs. Or, again from Ghana, a woman who served in the Herbal and Natural Medicine Institute as part of her Dietetic Technology Program could bring valuable knowledge and learning to a company engaged in that field. A student who served as an aide to a lawyer in England and then went on to study law might bring an important dimension to a firm dealing in international legal matters. Or a man who worked with the Foster Parents Plan in Ecuador doing community surveys and organizational research could bring useful skills to a company seeking Third World markets.

Dwelling on specific learning and skills, however, would be to miss the point. "Beyond entry level" is where the real coalition between education and business may be. Specific entry-level training alone may be a disservice to the individual and society in the long run. The phenomenon of change leads to the emergence and disappearance of specific jobs, sometimes even before students

have completed programs designed for those jobs. The ability to understand and to deal with an evolving world and its people is likely to be the most desired trait for the future.

Businesspeople often prefer to do specific training with the company. What they are looking for are people who have tested themselves in the world, who understand that choices are often hard and have consequences, who have matured by dealing with real responsibilities in real situations, and who have developed values and a sense of social responsibility. As Walter A. Haas, Jr., director of Levi Strauss, put it in 1982, "We wish a concern for society to permeate every level of our company and to become a part of the day-to-day, decision-making process." Or listen to John H. Filer, chair of Aetna Life: "I believe that we must bring social responsibility into our day-to-day operations, and make it part of business decisions."

If the business community is serious about its own rhetoric and the need to revise its view of the world, and if education is serious about its need to encounter the world and to prepare students for the twenty-first century, the connections with service learning can be made.

Some cautions: Service learning is not a panacea; it may not be for all students; and it most certainly needs to be implemented with care, responsibility, and regard for the cultures involved. Also, training for specific skills and traditional academic subjects and learning have a real and continuing role in providing full educational preparation.

Given that, however, service learning can provide a viable connection with the needs of business and the world. The cultural, linguistic, and academic learning that comes to students through these experiences, coupled with the values, maturity, and understanding of human complexity, can develop exactly the type of people and leaders needed by business and the nation. The skill acquired by service-learning students may be relevant to international needs, or it may be equally valuable in meeting domestic intercultural needs.

The concept of service may turn out to be the most powerful and relevant development in recent educational practice. The sense of community and identity it engenders—in self, society, and the world—may be the needed ingredient for lifelong learning. It may help bridge the uneasy relation between colleges and corporations, helping both to restructure their views of education, careers, and the world. Conducted in international and intercultural settings, it can contribute to a sophisticated international literacy.

If these concepts and goals are valid, is it too much to speculate about an intentional affiliation between education and business to achieve them? Could we see colleges and businesses cooperating with each other to provide these opportunities for learning to students, and perhaps even to current employees? The potential for all concerned is rich. Students would have exciting opportunities to experience the world and develop careers; business would acquire people skilled in dealing with different societies and cultures; and education would have the chance to explore new pedagogies and ways of connecting learning with the world.

Community colleges might have a central role to play in this. With their large and diverse populations, experience with community outreach, and flexibility in educational innovation, they are uniquely positioned to provide leadership. These directions could also help them move beyond terminal programs and immediate skills, contributing to the revitalization both of business programs and general education.

These claims and speculations may be exaggerated; on the other hand they may not. The international/intercultural needs of business, education, and society are clear. The feasibility of these types of programs, and the experiences of students in them, is demonstrated. What may be lacking is the will and imagination to move in these directions. True education has always been "risk education"; a willingness to develop new paradigms and perceptions in response to changed realities. The very creation of community colleges was based on this willingness.

If colleges and businesses are willing to reconceptualize their relationship, as well as their stance toward the world, it may become possible to provide students with opportunities "beyond entry level"—not only for careers but for themselves and for the world.

# Expanding the Sister-City Concept: Boston/Strasbourg Student Exchange

**Brenda S. Robinson**
*Bunker Hill Community College*

American school systems, colleges, and universities are uttering a common cry: Students know nothing of the world in which they live. Given a map of the world, sixty to eighty percent of the respondents are unable to locate any of the ten major nations of the world, including the United States. In a United Nation survey of 30,000 students in nine nations, students from the United States placed next to last in their knowledge of foreign cultures. Another recent poll found that forty-nine percent of U.S. residents believe that foreign trade is irrelevant or harmful to the United States. Yet, we only have to examine the balance of trade deficits and the impact of foreign manufacturing on automobile, steel, textile, and electronics industries to quickly evaluate the impact of foreign trade on the nation.

Other nations require their secondary school graduates to be fluent in at least one foreign language, usually English. Many nations require students to be conversant in more than one language in order to attend college. Yet the United States has no foreign language requirement for high school graduation, and most college students graduate without having even one year of a foreign language. The appalling statistics make the point: Students in the United States must have course content and experience in foreign cultures in order to be educated citizens.

## The Program

An innovative method of expanding international experience to community colleges has been developed at Bunker Hill Community College (BHCC), Boston, Massachusetts. Boston and Strasbourg, France, celebrated the twenty-fifth year of their sister-city relationship in 1985-86. In conjunction with the anniversary, the Lycée René Cassin Technologique (LRC), Strasbourg, and BHCC formalized a sister-school agreement and effected a unique, cost-effective, experiential, career-related student exchange program.

LRC is a two-year, postsecondary educational institution focusing on university transfer and terminal career business education. BHCC, a two-year postsecondary comprehensive community college, was a logical choice for a

pairing relationship. Both are urban institutions, enroll students from similar economic backgrounds, and are commuter schools. The colleges are public, tax-supported institutions. These similarities permitted a natural linkage.

Rita Stirn, English Language Professor, LRC, had participated in a teacher exchange program with a community college in the United States and was familiar with possibilities for student programming. As a result of a suggestion from AACJC, she contacted the International Education Director at Bunker Hill Community College (BHCC) to inquire about student exchange programs. BHCC has an extensive history in international programming, yet was searching for pragmatic and low-cost programs to meet the needs of the urban student. Several trans-Atlantic telephone calls firmed a postholiday visit to LRC in January 1986 and details of the program were refined. An exciting new venture in student programming was initiated.

The program objectives include:

- Establishing a sister school relationship between similar postsecondary educational institutions in the sister cities of Boston and Strasbourg;
- Establishing student exchange programs, on a short-term basis, in corresponding academic programs;
- Incorporating a substantive crosscultural experience within the exchange components;
- Coordinating the exchange with experiential programming relevant to the participants' academic curriculum;
- Linking students with families and colleagues in a foreign country;
- Providing students studying international business and trade with an international experience;
- Enhancing professional experiences for faculty.

The program consists of three components:

- LRC students and faculty visit to BHCC for three weeks in March 1986;
- BHCC students and faculty visit to LRC for two and one-half weeks in January 1987;
- A summer work program for ten students from each college commencing in summer 1987.

Specific features of the program were developed to ensure that all the goals were met and that costs were kept as low as possible. Oftentimes community college students have limited funds. In order to make the program financially feasible, the following arrangements were made:

- Homestay accommodations for students and faculty;
- Lunches at the host college;
- Low-cost airfare;
- Complimentary entrance fees at cultural sites;
- Complimentary in-country transportation, when possible;
- Cultural organization hospitality (sister-city organizations, consulates, student clubs).

An added benefit to the homestay component was the relationship that grew between visiting student and host family. To encourage host family participation, those who hosted a student from France had priority to participate in the January 1987 trip to Strasbourg. For the visiting French students, complimentary entrance passes to cultural and tourist sites were obtained. Subway passes covering transportation within Boston were purchased. Lunches in the BHCC cafeteria were supplied to the visiting students. In this manner, the only cost to the LRC students was airfare and spending money.

To earn necessary funding, the students from France created and executed an Alsace Products Promotion Program at The Charles Hotel, Cambridge, Massachusetts, and The Meridien Hotel, Boston. They solicited advertisements and published a brochure on their program. This brochure was sold to residents and prospective business participants in the Products Promotion enterprise. They then canvassed the local Alsace region for businesses that were willing to contribute a small fee for the promotion of their products in the Boston area. They were able to obtain agreements with over twenty companies, almost completely funding their expedition to the United States.

In addition to the Products Promotion Program, the students from LRC attended classes at BHCC, visited the Federal Reserve Bank and The Boston Stock Exchange, toured several museums and cultural sites, enjoyed the hospitality of students from Roxbury Community College (Boston), made several presentations to BHCC student groups and area organizations, and spent a weekend in New York City.

On January 1, 1987, twenty-three students and two faculty members from BHCC left for France for a similar program. Most of the BHCC students were business majors, but they had not had the opportunity to prepare a products promotion program; unlike the French students, most BHCC students worked at least part-time. This left little time for extracurricular programming. Thus, the program for the BHCC students exposed them to U.S. companies maintaining manufacturing facilities in Alsace, visiting traditional Alsatian industries, and touring cultural sites. The students had homestay accommodations and lunches at LRC and attended classes with their colleagues at LRC.

An obvious question arose regarding potential language barriers. The French students all understood and spoke English fluently. The students from BHCC, for the most part, were not fluent in French; they learned the value and necessity of foreign language education.

**Summer Work Internships**

A most exciting aspect of the sister-school agreement is the cooperative work experience internship during the summer holiday for students of both schools. Scheduled to commence in summer 1987, summer work internships will be extended to ten students from each school. Students in career programs, primarily business fields, who have better-than-average academic records and recommendations from two faculty members will be eligible to apply for a two- to three-month work experience in the foreign country. Homestay accommo-

dations will be arranged, with the participating student paying the host family from earnings. Low-cost airfare is negotiable directly through airlines or student travel organizations. Each college will secure job placements through the Cooperative Education Office. Homestay sites will be arranged in the same manner.

Obviously, careful screening of students is essential for this component. Students will be goodwill ambassadors for themselves, their college, and their nation. They will have relationships with the sister-city agency and the consulate in the host city and may be called upon to speak to organizations within their summer residence community.

Work experience in a foreign nation is always an issue of debate, as taking jobs from resident nationals is in question. However, on an even exchange, there is no problem. BHCC has obtained approval from the U.S. Information Agency to administer a cooperative work-experience program in the interest of international understanding. The students must work in their field of study for a prescribed period. Their program is monitored and evaluated upon completion. Students come from a foreign nation on a J-1 visa, necessitating their return to the home country upon completion of the program. In that manner the foreign student does not remain in the permanent work force of the United States. (This is similar to the Carl Duisbert program administered under the President's Initiative for International Understanding.)

**Summary and Conclusion**

The BHCC/LRC program offers students an opportunity for a short-term, economically feasible exchange program and summer work experience. Personal contact through host-family and classroom interchange assists in the real understanding of other cultures. Developing a long-standing relationship through formal sister-school and sister-city ties ensures a future for both program components.

To the author's knowledge, this program is the first of its kind for U.S. community college students. It is a model that can be transferred to any academic/career discipline, to any segment of higher education. Participating institutions must commit staff and funds to administer such programs; they are labor-intensive on the host end especially. Yet the gains for all involved are tremendous. If no more than eradication of the fear of foreigners is the result, we have all contributed to human understanding and caring.

# Building the International Dimension of Your Campus: The USIA International Visitor Program and Other Resources

**Sherry Mueller Norton**
*Institute for International Education*

In a recent speech, the Honorable Dominador Kaiser Bazan, Panamanian Ambassador to the United States, told a group of U.S. Information Agency (USIA) sponsored international visitors that there is a real need for greater involvement of community colleges in U.S. educational exchange programs with Central America. This statement illustrates the growing awareness around the world of the value and relevance of U.S. community college education. A corollary trend in the United States is our own awareness that we must define "community" in the term community college ever more broadly if institutions are to prepare students to cope with our increasingly interdependent world and help local businesses to compete more effectively in the global marketplace.

Community colleges have used a variety of methods and resources to build an international dimension on campus in order to develop the global awareness that is the necessary context for effective international trade programs. This article describes the USIA International Visitor Program, as well as several other easily accessible resources.

The United States, like every major world power, sponsors a variety of programs designed to influence public opinion in other countries. These programs include educational exchange programs that have, as expressed in the most recent authorizing legislation (the Mutual Educational and Cultural Exchange Act of 1961), the long-term objective of increasing "mutual understanding between the people of the United States and the people of other countries." The Fulbright Program, begun in 1946, is a classic example; it funds exchanges of professors, researchers, and graduate students.

## Scope and Goals of the International Visitor Program

The USIA International Visitor Program, like the Fulbright scholarships was born out of the horror of World War II and was established to increase international understanding. In fiscal year 1986, the USIA brought more than 2,800 foreign leaders to the United States to participate in the International Visitor Program—a program that began in 1949 under the auspices of the U.S. Department of State. These international visitors are Members of Parlia-

ment, Ministry of Commerce and other government officials, editors of newspapers, novelists, rectors of universities, and other educators—opinion leaders in their home countries who make decisions that affect U.S. interests or who help shape the image of the United States in their home countries. The fact that the television show "Dallas" is shown in 91 countries around the world and that "Dynasty" is viewed in 103 is just one of many reasons to be concerned about the U.S. image abroad and the need to maximize the U.S.'s investment in educational exchange programs.

Margaret Thatcher participated in the program earlier in her career. So did Anwar Sadat, Willy Brandt, Indira Gandhi, and many others who later became heads of state or cabinet level ministers. USIA reports that in 1986, 42 current chiefs of state or heads of government had participated in the International Visitor Program, and 662 alumni of the program were holding cabinet-level positions in their respective governments. Each international visitor is selected by a U.S. Embassy or consulate staff abroad. Each receives a letter of invitation from the U.S. ambassador in his or her home country to spend thirty days on a travel-study grant in the United States. Many international visitors focus on economic issues while in the United States. For example, the Institute for International Education (IIE), in consultation with USIA, recently organized several programs on the theme "Economic Growth Through Small Business Development" for large groups of visitors from around the world. Issues regarding international trade relations are frequently the focus on individual as well as group programs.

In sum, there are two major goals of the International Visitor Program: (1) to provide the visitor with a relevant educational experience in his or her own professional field and opportunities for genuine dialogue with U.S. counterparts; and (2) to develop the visitor's understanding of the history and heritage of the United States and the human aspirations we share.

### The Administration of the USIA International Visitor Program

The U.S. government retains the overall responsibility for the program. However, USIA has cooperative agreements with several private not-for-profit educational organizations, such as the IIE, which are entrusted with day-to-day responsibility for designing and implementing programs for international visitors. The African-American Institute (AAI) and Visitor Program Service (VPS) are examples of other private program agencies assisting USIA.

There are a variety of reasons for this private-sector partnership with USIA in the administration of the International Visitor Program. First, the roots of U.S. educational and cultural affairs are in the private sector because foundations and other private philanthropic organizations were the first to sponsor international exchange programs. Second, Americans generally believe that the government should only do those things that the private sector cannot do. Third, the private organizations can provide services less expensively than the government—for instance, they can hire seasonal employees more readily. Last, some visitors are only able to accept invitations if they can assure col-

leagues at home that their program is in the hands of a private organization.

In administering the program, IIE and the other private organizations work with a network of 100 community volunteer organizations throughout the country that are affiliated with the National Council for International Visitors (NCIV). These community organizations, after consulting with the national program agency, arrange a schedule of professional and cultural activities in their local communities for an individual visitor or group. Factors considered in choosing an itinerary and organizing a national program include the objectives of the U.S. Embassy in selecting a particular visitor, the visitor's preferences, the location of appropriate resources in a specific professional field, and the local community's ability to produce a high-quality program and to give personal attention to the visitor.

Campus visits are frequently an integral part of a visitor's U.S. program. Many are higher education administrators. Often those in other fields will also benefit from an academic perspective on their particular professional interests. Consequently, visitors in various professions often visit campuses for periods ranging from several hours to several days.

**Benefits of Participation**

Officials on campuses that have hosted international visitors report many benefits, including the first-hand exposure of faculty and students to foreign leaders, the development of institutional linkages, and potential new students and contacts. They also report closer ties with local businesses and other institutions because the program often mandates joint visits and cooperative efforts to focus on themes that link the institutions. For instance, a group of international visitors participated in a three-day program at Midlands Technical College in Columbia, South Carolina, that focused on the state's successful efforts to improve the conditions for small business development. The visit to Midlands Technical College, which is heavily engaged in a comprehensive program to train workers in skills tailored to the specific new job requirements of enterprises seeking to invest in the state, was supplemented by discussions with officials from the State Development Board and the Bankers Trust of South Carolina. The program served as a catalyst for discussions among the representatives of all the institutions involved.

Channels for continuing communication can be opened. For example, last year, Lincoln Land Community College in Springfield, Illinois, hosted four Argentine university rectors sent by IIE. As a result, Lincoln Land MODEL UN students chose to represent Argentina. These students raised funds and orchestrated a trip to Argentina, where they were received by the rectors as part of their preparation for the MODEL UN national competition. Another example is the recent visit of five deans from the University of Dakar, Senegal, to the Cocoa campus of Brevard Community College (BCC), a college that works closely with various developing countries by providing technical assistance. As one BCC administrator observed, "We see the benefit for our own faculty in

meeting with these distinguished leaders—and benefits to the students coming to our college."

**Elements of a Successful Visit—"Red Carpet" Versus "Crinkled Linoleum"**

A question frequently asked is, What makes a campus visit successful? The answer is inevitably different for different visitors, but certain generalizations can be offered. The difference between rolling out a "red carpet" or "crinkled linoleum" for a visitor is substantial. The red carpet does not mean providing elegance and luxurious surroundings; rather, it means giving personal attention and demonstrating an authentic desire to integrate the visitor into the campus community. The best programs are characterized by genuine reciprocity, in which the visitor is recognized as someone to learn from as well as someone to teach. The visitor participates actively—perhaps by teaching a class, serving on a panel, or taking part in a well-focused debate among faculty members. A show-and-tell approach to the visit is replaced by a true dialogue and opportunity to exchange ideas.

Continuity is another essential program element. It is important that visitors see faculty members or administrators more than once, in settings both formal and informal, if follow-up activity is to result. The professional aspect of the program must be carefully devised, keeping in mind the visitor's current responsibilities, conditions in his or her home country, and the need to balance state-of-the-art components with considerations of relevance and availability of resources.

Careful logistical planning is also critical to the success of a campus visit. Sufficient free time must be scheduled so that visitors can absorb and reflect upon professional meetings and other experiences, recover from the fatigue of travel in an unfamiliar culture, and have unstructured time to watch an athletic event, browse in a bookstore, or buy gifts for their families.

The USIA International Visitor Program is a particularly attractive resource. Usually, hosting international visitors on campus is a relatively short commitment requiring modest resources. Yet it allows a campus to develop the international awareness and knowledge of its faculty, administrators, and students and to test its interest in engaging in longer term educational exchange programs.

There are several ways colleges can become involved with the USIA International Visitor Program:

- Cooperate with the local NCIV affiliate if there is one in the area;
- Become a college affiliate of NCIV. For further information about these two alternatives, contact the National Council for International Visitors, 1623 Belmont Street, NW, Washington, DC 20009, 800/523-8101;
- Contact the USIA Office of International Visitors, U.S. Information Agency, 301 4th Street, SW, Washington, DC 20547, 800/635-1010;
- Establish direct contact with IIE and the other national program agencies. Call or write Dr. Sherry Mueller Norton, Director, IIE Interna-

tional Visitor Program Staff, 1400 K Street, NW, #650, Washington, DC 20005, 800/424-8030.

**Other Resources**

*The IIE Educational Associates Program.* More than 550 colleges and universities are members of the IIE Educational Associates (EA) Program, which provides member institutions with copies of all IIE publications and access to a variety of workshops and the consulting services of IIE headquarters in New York and of the overseas offices. The bimonthly *Educational Associates Newsletter,* prepared especially for EA members, informs EAs about national and international developments affecting educational exchange; programs and activities of IIE and other organizations; scholarships and other sources of funding; conferences, seminars, and professional development opportunities; and recent publications in the field. The newsletter is also a medium for EAs to communicate with their colleagues about their concerns and programs. For sample copies and more information, contact May Zitani, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, 202/984-5373. IIE publications include a series of research reports, books on U.S. programs for prospective foreign students, and books outlining overseas opportunities for U.S. nationals, such as *Teaching Abroad, Vacation Study Abroad,* and *U.S. College-Sponsored Programs Abroad: Academic Year.* For a publications list contact IIEs Communications Division at the address listed above.

*Guidelines for College and University Linkages Abroad.* This booklet provides practical advice on how to develop an exchange program with an educational institution abroad. It was published in 1984 and is available from the American Council on Education, One Dupont Circle, Washington, DC 20036 at a cost of $2.00 each or $1.00 each for five or more. The booklet lists organizations that can be helpful to a college in identifying a possible linkage partner.

*USIA University Affiliations Program.* The goal of this program is "to facilitate bilateral institutional relationships which promote mutual understanding through faculty and staff exchanges." These grants, usually of about $50,000, are awarded on a one-time basis and are viewed as "seed money" to encourage exchange in the humanities, social sciences, education, and communications. Five grants are reserved for community colleges each year. These grant proposals must be submitted by the U.S. partner. For more information, contact Mr. William Dant, Coordinator, University Affiliations Program, U.S. Information Agency, 301 4th Street, SW, Washington, DC 20547, 202/485-8489.

*The NAFSA Field Service.* The National Association for Foreign Student Affairs (NAFSA) established its Field Service in 1963 with the goal of strengthening support services provided to foreign students at U.S. colleges and universities and to U.S. students abroad. The Field Service offers information resources and publications, training grants to individuals with varied levels of experience, inservice seminars, a consultation service, and other

types of assistance, frequently at modest or no cost to the college requesting the service. For more information, contact Field Service, National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009, 202/462-4811.

*The International Association for the Exchange of Students for Technical Experience* (IAESTE). IAESTE, founded in 1948, involves the exchange of technical trainees in more than 50 countries. It is now beginning to develop exchanges at the community college level. For information about IAESTE and other technically oriented exchange programs, contact Association for International Practical Training, Park View Building, Suite 320, 10480 Little Patuxent Parkway, Columbia, MD 21044, 301/997-2200.

# Planning and Implementing An International Technical Workshop

**Ernest W. Maurer**
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*This paper is based on the experiences of the author during two Community Colleges for International Development (CCID) workshops, held in Taiwan.*

One of the areas of primary concern to technical and vocational educators across the industrialized world is integrating high-tech courses into the curricula and upgrading existing curricula with state-of-the-art information. "High tech" is defined in Barhardt's *Dictionary of New English* as "advanced, highly specialized and sophisticated technology involving extensive development and research." Not surprisingly, the United States is often viewed as a leader in programs that include computer-aided drafting, robotics, laser technology, computer numerical control programming, digital electronics, computer-integrated manufacturing, and safety. Developing a cooperative program of inservice workshops can benefit both the host country and those U.S. institutions in consortia such as CCID, which develop workshop programs. Technical training workshops have had a twofold purpose: to provide technical assistance and instruction in specific technical content areas and to suggest alternative delivery methods and aids for faculty and other personnel representing foreign educational institutions. This paper examines what an instructional team needs to do to recruit and prepare instructional team members, to develop appropriate curricula for the host educational country or institution, and to deliver and evaluate the workshop content. In addition, cultural factors affecting the interchange of ideas are addressed.

## Working Within a Consortium

High-tech programs often have small faculties, which makes recruiting workshop presenters difficult. In order to have a large technical base, a consortium such as CCID should be utilized to identify interested institutions and enthusiastic participants. A successful program must depend on key resource people who can pull together the experiences of the past and recruit new talent for future workshops. Most importantly, a successful workshop is based on enthusiastic participants, both presenters and foreign peer faculty. This can be all for naught, though, if a curriculum is not built with specific goals in mind, including learning strategies that account for cultural differences.

Because the majority of community colleges have rather complex procedures for faculty to obtain released time or sabbaticals, the summer seems the best time to offer workshops. The optimum length for an intensive workshop seems to be two to two and one-half weeks, 6 hours a day. Participating institutions in the consortium should budget for stipends for those instructors giving summer workshops. This should be a recurring budget line item for consortium institutions and could be paid to the instructors as a summer school assignment. Workshop presenters should be compensated because most technical instructors work in the summer to upgrade their skills and to maintain their incomes. Additional time and medical insurance may be necessary for instructors; costs should be picked up by the institution.

**Workshop Planning**

The ultimate success and value of a workshop will depend not only on the workshop instructors but also on the course materials. The curriculum needs of the host country must be identified early enough in the school year for effective planning to take place.

Important items that need to be identified early (November or December) are (1) the subject areas the host country wants taught; (2) the level of expertise of workshop participants; (3) the equipment, supplies, and facilities available for workshop participants; and (4) the delivery mode of the workshop.

The team leader will accompany the team to the workshop site and coordinate curriculum planning. He or she should help plan the scope of the workshop curriculum together with the project director and should help choose the team members. Ideally, the team leader will have participated in an earlier workshop as a presenter. He or she can also serve as the "tour guide" and cultural resource person. Most important, the team leader must have technical knowledge in order to provide continuity between the workshop courses and, may in fact, help teach one.

The instructional team must be selected taking into account subject matter expertise, proven ability to work with others on an instructional team, time available or release from teaching duties, and motivation to work in a foreign country. The first face-to-face meeting of team members usually is at a preplanning conference, but the team members should prepare by bringing curriculum outlines and resource materials as requested by the team leader.

Workshop courses should be taught by two-person teams. This allows for a variety of ideas and teaching styles and also permits one instructor to circulate and help in the lab while the other is lecturing. It is very difficult for one person to lecture six hours a day for two weeks. Also important is to have technically literate interpreters for each workshop to help the instructor. In the past, workshop professors of the host institution often were the interpreters for their subject area.

**Team Planning Meeting**

It is essential that the team develop a cohesiveness and a line of communication prior to leaving for the workshop. It is suggested that this planning meeting be mandatory for those participating in the workshop.

The agenda for the planning meeting should be developed and implemented as an orientation and work-session activity. A sample two-day program might include the following components:

- Overview of project objectives and workshop tasks
- Personal and project goals discussion
- Identification of project staff's resources
- Review of pervious year's project activities
- Curriculum development process and course implementation guidelines
- Review of printed handouts relating to host-country culture and previous year's final reports.

In addition to the meeting agenda, U.S. coordinating personnel need to communicate with airlines, obtain passports and visas, set flight schedules for U.S. and other travel, arrange for token gifts for the host participants, and arrange for the shipment of educational materials to be used in the workshops. The following is a list of some requirements for a successful planning meeting:

1. The workshop ideally should include at least one person who has previously taught at the institution where the workshops are to be held.

2. Laboratory or practical experience should be incorporated as much as possible into the workshops. The specified equipment needed must be identified at the workshop site. In the case of computer software, sample disks should be sent to make sure the software is compatible with the installed hardware.

3. Course topic outlines, behavioral objectives, and course syllabi developed at the meeting should be sent to the host institution at least three months before the workshop. This would allow time for changes to the curriculum as suggested by the host professors, for translations, and allow prospective host-country participants to determine which workshops would be of most value.

4. Commercially available books on the host country and culture should be purchased for each professor. We must make a greater effort to become acculturated to the host-country culture.

5. The team also needs to state its needs for equipment, audiovisual aids, and computer hardware and software. The computer requirements are primary because of their wide use in high-tech areas and because of the importance of hardware/software compatibility.

6. It would be helpful to develop a briefing book based on past workshops; experiences of other participants; and topics concerning cultural norms, money, shopping, and so on. Help with the "nuts and bolts" of living in a foreign country will help reduce the stress level of the team members.

7. The presenters should be briefed as much as possible on the workshop

facilities, location of the school, mailing addresses for family correspondence, emergency phone numbers, and so on.

The participants of the workshop particularly prize teaching aids and reference texts. In past workshops, materials taken by American professors were often left with the host faculty. Many manufacturers of equipment and software have been willing to help workshop presentations by donating or lending equipment or by providing technical support in the host country. They see it as an opportunity to expand their markets. A gentle reminder must be made, though, about copyright restrictions on books and software.

**Travel, Orientation, and Assessment**

The most rigorous part of the trip seems to be the flight to the host country. It seems essential that the team stay in familiar lodgings—that is, a western-style hotel. The burdens of teaching full days, jet lag, and strange food often compound the natural anxiety of an overseas trip; a friendly hotel is a big help. Often in an effort to be gracious to its guests, the host country will go out of its way to "wine and dine" the team and to provide extensive tours. This is great up to a certain point, but free time for each of the team members is also essential. The standard rule for recovery (normal sleeping patterns, food, and acclimatization) from jet lag is one day for each time zone crossed. In past workshops, it took almost two weeks for everybody to get straightened out—just in time for the end of the workshop. At least one day each weekend should be set aside as free time for the American professors.

An orientation meeting at the host institution is helpful to both the presenters and the host faculty. It can be used for introductions, to look at classroom and laboratory facilities, and to get a feeling of how the host educational system is structured. It is also helpful for the host institution to have a counterpart to the American team leader. That way, problems or instructional needs can be mediated by team leaders.

At the beginning of the workshops, a needs-assessment survey should be conducted to determine participants' professional interests and to see what they would like the U.S. instruction team to include in the workshop curriculum. A few days of the workshop should be reserved for rotation of the participants through the different workshops. This quick overview of each area seemed of great value to the CCID participants.

During the workshop, the team members should remember that plans and schedules will change due to bad weather, equipment malfunctions, and illnesses. Cooperation and flexibility has to be stressed throughout the visit.

An evaluation of instruction is essential to the success of future workshops. An evaluation instrument can be given to each participant on the last day of instruction. This exercise is often absent in foreign educational systems, and can prove quite enlightening to peer faculty and the foreign instructors. Stress the value of constructive criticism and how it can be used to improve an instructional program.

After returning to the United States, the team leader should prepare a final report. Aside from describing the workshop content for member instititutions, the most important part will be recommendations and suggestions that can be valuable in planning future workshops.

**Summary**

The benefits of a technical workshop to foreign and U.S. educators are numerous. In times of declining budgets, American administrators might question the value and expense of participating in international education. Yet, almost without exception, the educators participating in CCID workshops have rated their participation as one of the most rewarding and challenging experiences of their professional careers. Interaction among the U.S. team members was synergistic; technical educators enjoy being challenged by master teachers in other disciplines and becoming students of each other. At Orange Coast College, this has accounted for the introduction of a number of new courses, including ones on robotics, laser technology, and industrial automation. It has also given the institution higher visibility to local industry, which is seeking information and a foothold on the expanding industrial market of the Pacific Basin.

The technologies of countries are moving rapidly toward a world economy; as educators, we are in a unique position to be at the forefront of this movement. The idea that we are "giving away" our technology is often an overreaction; we generally learn more than we give. Finally, significant developments in our attitudes are often the long-term effect of exposure to a foreign culture. This is one of the main reasons many of us chose the teaching profession, and it may be a principal benefit of our expanded international contacts.

# Collaborating for Effectiveness

Consortium membership promotes cost sharing among groups of institutions that have mutual goals. Additional advantages of these cooperative arrangements include more efficient exchange of information among participating groups, sharing of specialized resources, increased personal interaction, and networking opportunities. This section describes goals and accomplishments of four educational consortia developed to promote international education. Three of these groups represent statewide efforts; the fourth represents two-year colleges nationwide that are committed to internationalization. In the first article of this section, William Gleason and Nancy Hazelwood make the case for consortial approaches to international education, using the Nebraska Consortium for International Studies as an example. Next, William Green describes the Florida Collegiate Consortium for International/Intercultural Education and highlights accomplishments since its inception in 1977. Art Adams then describes the newly founded Illinois Consortium for International Studies and the consortium's London study-abroad program for Illinois community college students. Finally, national perspective is represented by Clyde Sakamoto who provides the historical background and most recent initiatives of the AACJC International/Intercultural Consortium.

# Small Colleges and International Business Education: A Consortial Perspective

William Gleason
Nancy Hazelwood

At a time of greater global interdependence, educators from grade school through postbaccalaureate levels continue to experiment with international studies programs. Their initiatives have been fortified by an array of articles and books on various facets of international education from hortatory exclamations on the future of the world, to admonitions on shortages of foreign language expertise, to case studies of successful curricular designs, to guides on grants and funding opportunities. Interestingly, an area that seems to have escaped scrutiny in the literature is the consortium—that is, programs to internationalize curricula that bring together several colleges or universities. The lacuna is all the more surprising in light of two continuing realities in the 1980s: First, tight budgets and the concomitant need of schools to exploit existing resources in the quest for programmatic excellence; and second, severe competition for relatively scarce federal monies to supplement meager local budgets for international studies. This essay addresses the issue of consortial approaches to international business education, particularly for community colleges and small, four-year colleges. Two assumptions underlie our analyses: that regardless of the area of emphasis, small can be better; and that consortia offer unique opportunities for international business programs.

## The Small College and International Education

Educators interested in international studies sometimes look with envy at the large research-oriented university, blessed with highly trained faculty in such esoteric subdisciplines as, "South Asian Languages and Literature." What is perhaps overlooked is that in large universities undergraduate teaching often takes a back seat to narrowly focused research; that faculty frequently know less about the work of their colleagues than about that of likeminded specialists half a continent away; and that bureaucracies at large schools preclude rapid program innovation in response to changing needs.

In contrast, many smaller institutions are structurally prepared to sustain a commitment to curricular reform, including one aimed at international business education. For one thing, community and liberal arts colleges prize teaching over pure research, which in turn builds faculty interest both in the curriculum and in its relation to the career aspirations of students. For another, faculty who teach at smaller schools tend to be, or to become, generalists, be-

cause they often offer courses in more than one field. Moreover, when it comes to the business curriculum, internationalization can have dramatic and visible results precisely because of the high concentration of students in this area. As a result, faculty at small schools may be more open to change than their counterparts at large universities.

As an example, consider two business professors from schools within the Nebraska Consortium for International Studies (NCIS). Both infuse modules into their general business courses: one, a unit on Japanese management systems into "Management", the other, a unit on international finance into "Intermediate Finance." Both units are buttressed by supplementary readings, by library acquisitions, and by guest lectures on aspects of international finance and Japanese business methods, all of which reinforce the learning process. Student evaluations indicate a clear desire to retain the units as permanent components within the business curriculum.

The foregoing example suggests that international business education is feasible within the small school. Particularly effective is the infusion model, which incorporates select but illustrative international perspectives within existing courses, as described above. The program objective can be broad or narrow in scope; it can infuse across the curriculum or within a given area, such as management or marketing. What is needed is faculty willingness to enhance expertise in international business and to apply it to the classroom, an attitude commensurate with the student-centered mission of the small school. That willingness, however, is easier said than done; it depends in large measure on an institutional commitment to international education that funnels resources toward faculty development. While many educators understand how interdependent our business world has become and recognize the need to produce students who are knowledgeable about that world as citizens and professionals, administrators must balance competing program demands with shrinking enrollments and strained budgets. Within such a context, international education often takes a back seat.

**Consortia: Advantages**

At a time of budget constraints and program opportunities, the advantages of linking campuses through consortia become manifold. Some benefits are immediate and direct, perhaps even measurable and quantifiable. Other benefits are more subtle but no less significant. Four major benefits for each institution involved in a consortium are discussed here: greater diversity and depth within courses; more resources to bring in speakers of national stature; higher visibility and greater achievement for internationalization; and broader frameworks for program evaluation.

*Course Improvement.* A consortial relationship ought to allow each participating college to offer on its own campus more diverse programming and greater technical depth than would ordinarily occur. The exchange of lecturers among nearby institutions can enrich virtually every class and is an inexpensive technique to internationalize a component of a given course. The consortium

then exists to offer a stable frame of reference to facilitate those exchanges. The consortium may have broad specific powers or be limited in structure. In the simplest arrangement, the consortium director circulates a list of faculty with special expertise among member institutions. The consortium might be given a larger role to ensure equity among member institutions, with each member institution paying a small expense fee for a lecture given at that school. An even larger role could emerge if all institutions paid a membership fee and the consortium director would handle scheduling and manage honoraria. If the consortium had such centralized services, further diversity on each campus could be promoted. For example, faculty with special areas of expertise (such as Third World economic development) could be paid to develop modules and teaching materials to be used by other faculty throughout the consortium. For example, in the Nebraska Consortium for International Studies (NCIS), two such economic case study modules were created—one for Sri Lanka, the other for Jamaica.

*Program Enhancement.* A second major benefit of cooperation that enriches students and faculty equally is the opportunity to pool resources and bring in speakers of national stature for special programs. Air travel often is a major cost in bringing nationally prominent figures to a campus. But if member institutions are located in proximity to one another, a speaker can be brought in to do a series of presentations, each on a different campus and on a different topic. Faculty and students can arrange to visit other campuses for these addresses. This activity also promotes faculty connections among the various campuses. The consortium thus yields a framework within which resources can be pooled and benefits distributed. Such cooperation and sharing of costs made possible a keynote address by Kenneth Boulding at a workshop sponsored by NCIS.

*Program Visibility.* A third major benefit is more complex but extremely important for campuses that intend to take internationalizing of business programs seriously. Often only a few faculty members truly wish to bring an international perspective into their classrooms. In order to gain wider acceptance for internationalization, skeptics must be won over; program success will be aided by a constituency of committed faculty members from several campuses proposing an international emphasis. Through cooperation within a consortial structure, they legitimize one another. Within NCIS the connections and friendships developed by faculty from different institutions made them more effective leaders for internationalization on their individual campuses.

*Program Evaluation.* A fourth significant benefit is a comparative base from which faculty and administrators can examine courses, departments, and programs on their own campuses. By comparing their activities with those of member institutions, colleges gain perspective. In the largest and most ambitious consortia, the director can provide a formal, structured evaluation of all aspects of business programs on each campus and identify the strategies and areas for effective internationalization. On a smaller scale, faculty can see themselves in light of other institutions, as cooperative programs of all varieties occur.

Whether formal or informal, this scrutiny can guarantee the continued high quality and growth toward excellence on each campus.

A consortial approach to international business programs thus has advantages in faculty development, course improvement, program enhancement, program visibility, and evaluation. Every member institution benefits directly through consortial arrangements.

## Consortia: Limitations

Consortia are not panaceas. As with any enterprise, problems can and do occur. Four possible pitfalls merit special mention.

*Institutional Autonomy*. The greater the number of schools, the greater the danger of haphazard program planning and decision making. Even the best-run consortia take time to consult among the member schools and to arrive at optimal results. Inevitably, each campus sacrifices a degree of autonomy and internal control.

*Institutional Equity*. In theory, consortia strive to allocate resources proportionately and fairly across the membership. In reality, for any number of reasons, that practice may fall short. In the end, however, the needs and self-respect of each institution should be kept in mind by the consortium leadership; it is best to maintain a sense of fairness, even at the expense of some inefficiency.

*Institutional Rivalry*. Consortia may include schools that compete for students within a given geographical area. Thus an unwillingness to share expertise or advice may emerge at important junctures, such as the opportunity to exchange faculty for guest lectures or to plan faculty development workshops. It is here that the support of top administrators, from the president on down, is most crucial.

*Faculty Jealousy*. Consortia essentially are interinstitutional devices for particular program goals and purposes. Yet the best leadership and ideas sometimes do not overcome the disruptions created by faculty prima donnas and empire builders. The best, indeed in all probability, the only effective antidote is subtle peer pressure from other faculty in their support for the consortium and its success.

## Conclusion

International perspectives are badly needed by today's business student, as the latest figures on the soaring U.S. trade deficit amply attest. At the same time, viewed from the inside of academe, international education seems expensive and elusive, requiring specially trained faculty and support resources. Faced with these prospects, administrators and educators alike throw up their hands in resignation, while paying lip service to the ideal of globalist pedagogical strategies of business education.

There is no simple answer to the challenge of cost effectiveness, especially within the two-year and small, four-year college. Minimally, as we have suggested, consortia represent a necessary first step in a program of campus in-

ternationalization. A well-managed consortium, one based on maximum intercampus integration, can reduce local resource deficiencies. It can persuade otherwise reluctant deans and presidents to increase program funding and visibility. It can motivate faculty to increase expertise and to stimulate students with new ideas and new approaches to old ideas. Above all, it can support continued collective consideration of worthwhile curricular ventures. Indeed, just as automobile manufacturers in the 1980s collaborate in unprecedented ways to produce a better product, so too must higher education begin to come together if we are to give our students the best return on their investment.

# International Education in Florida: A Decade of Progress

**William Greene**
*Broward Community College*

The Florida Collegiate Consortium for International/Intercultural Education (FCC/IE) will celebrate its tenth anniversary in 1987. While several Florida colleges and universities had been conducting international programs of one kind or another for some time, the development of a statewide consortium in 1977 marked the beginning of a more coordinated approach. The consortium was the result of a growing awareness in Florida of the importance of international/intercultural education and the realization that cooperation among institutions would produce substantial benefits.

The consortium agreement provides that the organization be governed by a board of directors and a steering committee. The board, which provides general direction for the consortium, is made up of the presidents of the member institutions and is chaired by a president elected by the board. Hugh Adams (Broward Community College), James Gollattscheck (Valencia Community College), and Bernard Sliger (Florida State University) were the first three presidents. Dr. Charles Polk (Daytona Beach Community College) serves as president for 1984–86. The steering committee comprises institutional representatives appointed by each member of the board of directors. Steering committee officers include an executive director, an associate director, and a secretary-treasurer. The steering committee meets several times a year and is responsible for coordinating and implementing the activities of the consortium.

The consortium was created to provide the greatest flexibility possible for participating institutions in making opportunities in international/intercultural education available to their students. The organization, as stated in the consortium agreement, has a number of specific purposes:

- To provide international/intercultural learning experiences for students enrolled in the participating colleges and universities;
- To make available means for exploring and promoting a variety of international/intercultural cooperative activities;
- To offer opportunities for professional development of each participating college's staff;
- To help conserve limited resources through cooperative efforts;

- To create and maintain a common catalog of information concerning international/intercultural courses, programs, and activities;
- To engage in constructive efforts to promote ease of transfer of international/intercultural course credits among the participating institutions;
- To foster efforts to increase awareness of international/intercultural education;
- To assist in efforts to increase the international dimension in the curriculum in each of the participating institutions;
- To continue to seek to ensure the quality of international/intercultural education programs;
- To serve as a liaison agency among national organizations and consortia;
- To promote opportunities for the sharing of international/intercultural educational expertise among the participating institutions;
- To arrange workshops, special seminars, and opportunities for other special activities on international/intercultural education.

Although the initial thrust for the consortium originated with the community and junior colleges in Florida, it was agreed at the outset to solicit the involvement of the state university system. Several universities were conducting ongoing international education programs, and planners felt that the universities could bring valuable expertise to the organization. The original membership of the consortium enjoyed the active participation of Florida International University, and four other universities applied for membership during the first year of operation. During 1985–86, the consortium had sixteen members: ten community/junior colleges, five public universities, and one private university. These member institutions are among the largest in Florida, with a collective enrollment of over 200,000 students; this represents approximately 55 percent of the total public higher education student population in the state. Table 1 lists the 1985–86 consortium members along with their 1984 headcount enrollment.

Information sharing and the promotion of international education in Florida are the major functions of the consortium. Many collaborative projects among colleges and universities have occurred as a direct result of membership. Specific examples of consortium activities include the following:

1. The consortium coordinates resources for international education programs among member colleges and universities and facilitates the sharing of information on international activities throughout the state.

Table 1
1985-86 Membership of the
Florida Collegiate Consortium for
International/Intercultural Education

| University/College | Location | Fall 1984 Enrollment |
|---|---|---|
| Brevard Community College | Cocoa | 10,709 |
| Broward Community College | Ft. Lauderdale | 19,500 |
| Daytona Beach Community College | Daytona Beach | 7,271 |
| Florida Atlantic University | Boca Raton | 10,845 |
| Florida International University | Miami | 16,192 |
| Florida State University | Tallahassee | 22,048 |
| Gulf Coast Community College | Panama City | 3,976 |
| Lake City Community College | Lake City | 1,946 |
| Miami-Dade Community College | Miami | 37,675 |
| Palm Beach Junior College | Palm Beach | 11,637 |
| Pensacola Junior College | Pensacola | 7,643 |
| St. Thomas University | Miami | 4,000 |
| Seminole Community College | Sanford | 4,692 |
| University of South Florida | Tampa | 28,113 |
| University of West Florida | Pensacola | 6,147 |
| Valencia Community College | Orlando | 11,432 |
| Total | | 203,826 |

*Source:* Data from the state of Florida, Department of Education, 1985.

2. Faculty from member colleges and universities participated in a series of workshops sponsored by the Consortium for International Studies Education (CIES); these workshops emphasized increasing awareness of global issues at the undergraduate level.

3. The executive director of FCCI/IE served on the Florida Advisory Council on Global Education, which produced the State Plan for Global Education in Florida; the consortium endorsed the plan and sponsored a reception in Tallahassee to commemorate its adoption by the State Board of Education.

4. The consortium authored and sponsored a resolution for consideration by the state legislature recognizing and supporting the components of international education in higher education in Florida. The resolution, formally

adopted by both the Florida Senate (1983) and the Florida House of Representatives (1982), stands as a strong statement of legislative support for international education activities in the State.

5. Two statewide international education conferences designed to serve the needs of teaching faculty in colleges and universities have been sponsored by the consortium. The first, held in Hollywood, Florida, in 1979, had as its theme "Global Perspectives: Internationalizing the College Curriculum." The 1981 conference in Winter Park emphasized "International Perspectives in Higher Education." Both conferences provided specific information on developing and improving international education programs.

6. The consortium serves as a vehicle through which overseas study programs of member institutions are made available to all students enrolled at consortium institutions.,

7. The consortium reviews policies and evaluation procedures for overseas academic programs.

8. The consortium newsletter is published twice a year to disseminate information regarding international/intercultural education activities among member institutions and throughout the state.

9. Each year the consortium cosponsors with the government of Quebec a one-week faculty development seminar in Montreal and Quebec City. The 1986 Seminar is offered in cooperation with the university system of Georgia. The consortium also sponsors and coordinates visits by distinguished educators from Quebec to Florida colleges and universities.

10. The consortium cosponsored the first American Association of Community and Junior Colleges (AACJC) International/Intercultural Consortium Conference, held in Orlando in 1986. The conference theme was "Building an International Agenda."

Interinstitutional cooperation is gaining in popularity as colleges and universities face continued budget limitations, greater accountability, and increased demand for services. As more and more institutions redefine their mission to include an international component they will recognize the advantages of collaboration. A consortial approach is often a balance between idealism and pragmatism, as cooperation in higher education is still not universally accepted. Still, a consortium can be an important vehicle in helping colleges and universities meet their institutional goals (Neal 1985).

The Florida Collegiate Consortium for International/Intercultural Education stands as the only statewide organization that encourages and promotes international education efforts in higher education. The commitment being demonstrated by consortium colleges and universities is encouraging. Florida is addressing the global agenda and establishing it as a priority item. Problems persist, but there is a growing awareness of the importance of providing today's college students with an international/intercultural dimension. Although colleges and universities continue to act independently in many ways, the Florida Collegiate Consortium for International/Intercultural Education provides an important vehicle for cooperation and progress.

# The Illinois Consortium for International Studies

**Art Adams**
*Illinois State University*

Community college students traditionally have been excluded from the opportunity to study abroad because they lacked the financial resources or because their schools could not easily initiate such a program. This unfortunate situation has been even more discriminatory in smaller community colleges.

To help remedy the situation, Illinois State University (ISU) set out to develop a cost-effective program for community college students to study abroad for a semester, an academic year, or a summer. We wanted a program that was low cost, had a strong academic component, and was a bit more protective than the typical study-abroad plan, yet offered our students the chance to meet other people. Community college students usually live at home, commute to campus, and are locked into a small geographic area with other students very much like themselves. Many work part-time and, if they plan to transfer, are enrolled in traditional programs. Our goal was to enable our students to meet people from a different culture, from a different geographic area, with a longer and different history, and with mores different from their own.

To begin our efforts, we invited representatives from the public community colleges in Illinois to a meeting in early March 1986. All participants at the initial meeting were invited to join the Illinois Consortium for International Studies (ICIS). Within a few weeks, ten of the thirty-nine community college districts in Illinois had submitted their annual membership fee of $150.00. We were, from the beginning, committed to providing the services through Illinois State University at the lowest institutional cost possible.

Our plan for our first student program was to take one or more students from member institutions to London, England, for the 1987 spring semester. We had already interviewed several private organizations that we hoped could provide the logistical support for our program. We selected International Enrichment (IE) because of its relatively low cost and because of its reputation for providing good accommodations and excellent support services. International Enrichment agreed to provide a full-time program coordinator to work with the students and faculty in London. ICIS would provide an outstanding graduate student who would live at the site and be available full-time to assist the coordinator and help students solve personal problems.

Three basic problems faced by ICIS planners were site selection, course selection, and faculty selection. A group of about fifteen representatives of Illinois community colleges and Illinois State University went to London in mid-May 1986 to address these issues.

Before we departed from Illinois, we did a preliminary screening of the

community college faculty who sought to teach some of the London courses. We also chose an Illinois State University faculty member who had experience in overseas programs as program director. Three of the four ICIS faculty we chose were from ICIS community colleges. The selection was based on the ability and the experience of the applicants; a process made more difficult by the number and qualifications of those who applied.

Course selections were more time consuming. The only assumption we started with was that we should only offer courses that would benefit significantly from being located in London. Some of the more obvious courses were English literature, Shakespeare, art, and the humanities. Other courses selected were English history, comparative economics, and European folklore and mythology. "British Culture and Society" was required of all students. This course required students to be in lecture each Tuesday night, with a course-related tour on Wednesday. For example, a Tuesday-evening lecture on British art might be followed by a Wednesday tour of the National Gallery and the Tate Gallery. Another Tuesday lecture on "British Education—Medieval to Modern" would be followed by a tour of Cambridge. The ICIS faculty was responsible for small-group discussions as well as student grades.

Throughout our planning discussions we have made a strong commitment to academic excellence and high standards. Because of the careful course planning, several state universities granted course approval. In addition, the Illinois Community College Board agreed to provide regular reimbursement to community colleges just as if the courses were offered on campus. The state universities, where most community college transfer students enroll, agreed to grant full transfer for each of these courses.

Community colleges were quick to recognize some significant benefits of the ICIS program. First, few Illinois community colleges could administer such a program alone, but by joining with ISU, they would derive comparable benefits. Second, community college staff felt that the program might be useful in recruiting students—particularly good students who might find it less expensive to attend a community college for three semesters and to be part of the ICIS program for one semester than it would be to attend a state university for two years. The third attraction for community colleges was the opportunity the program provided for staff development. We intentionally reduced the teaching load abroad to allow faculty members an opportunity for research, study, and personal development. We felt that London's resources in culture, history, art, music, and literature should be open to faculty as well as students.

The site selection by the ICIS representatives in London was difficult because some of us were guilty of judging according to American standards. But we quickly realized that many European buildings are old, lack central heat, and do not have the number of bathrooms typically found in American college dormitories. Still, all four sites we visited were clean, well-located, and had most of the amenities. Our final selection was Bryanston, which provided the best accommodations and gave our students access to other U.S. and foreign students.

Since our visit in May 1986, enthusiasm for the program has spread through the state. Twenty-five of the thirty-nine community college districts in the state now have joined ICIS. In addition, two of the six private Illinois junior colleges have become members.

We believe ICIS is an outstanding example of what can be done through a consortium. Our meetings, held every four to six weeks, include lively discussions and continue to develop the ICIS concept. We believe that the program can spread Illinois study-abroad-programs to other nations and can include direct student and faculty exchange programs.

ICIS has already shown how public, two-year colleges and a university can work together. ICIS has also proved that the private and public segments of higher education can work cooperatively for their mutual benefit.

While we have discussed including four-year, private Illinois institutions as well as expanding into other states, for the moment, we have concentrated on making our first semester program a success. As the economies of Illinois and the nation become more intertwined with the world economy, ICIS will seek to promote a better understanding of other peoples and cultures.

# Convergence: A Predictable Phenomenon in International Business Education

**Clyde M. Sakamoto**
*AACJC Office of International Services*

As developments in science and technology accelerate, they continue to change the ways we communicate, do business, teach, learn, and generally experience life. Computers alone have transformed our environment. Ten years ago, such devices as automatic teller machines providing 24-hour banking service, international touch-tone direct dialing, personal computers, solar powered wrist watches and calculators, microwave ovens, and cars that tell you that your door is ajar were not as widely available as they are today . . . if they existed at all.

These changes and their affect on the workplace, home, recreation, and education does not appear to be slowing. In 1982 the U.S. Department of Labor reported that "an estimated 90 percent of all our scientific knowledge has been created in the last 30 years. It is expected to double in the next two to five years. The application of technological innovation to commercial processes and operations once took 15 years; it now takes 3 years." If these and other such changes continue at the current pace, the scientific and technological influence on daily life in the future will be more dramatic and pervasive than the developments of the past decade.

For educators, the implications of the technological, scientific, economic, and political changes are particularly important. These changes affect decisions about what is taught and learned and how this process occurs in a high flux environment.

In higher education, video, video-recorder, television, computer, and other information-related technologies are emerging as familiar points on the campus landscape. A survey conducted by the National Center for Education Statistics and the Public Broadcasting Corporation recently indicated that virtually all two- and four-year public institutions of higher education make computers available for student use. Computer applications to administration, financial management, admissions and records, and library management in colleges now support the operations of most institutions. Just as computers have become commonplace, interactive video discs, educational programs delivered by satellite, institutional access to computerized information databases and networks, computerized desktop publishing, and other ever more sophisticated technologies are now vying for a permanent niche on college campuses.

Among the 1,222 community, junior, and technical colleges in the United States, the combination of a 4.6 million student population, nationwide distribution, healthy relationships between the colleges and the private

and public sectors, and technological capacity especially offers a fertile base for addressing a range of national issues. An example of a national priority that might benefit from computer and telecommunications capabilities in two-year colleges is the need to develop, strengthen, and expand international business, export, and trade education programs. Through international trade and business curricula, community, technical, and junior colleges are beginning to take steps to improve the ability of students currently or prospectively in small- and medium-sized businesses in the United States to export their products and services to foreign countries. The notion of combining widespread computer storage, retrieval, networking, analysis, and dissemination attributes to facilitate international business-related program development appears to be timely and appropriate for community colleges.

**The Vectors**

Moving toward a common point, various trends in the computer and telecommunications technologies, international economic interdependence, federal legislation, and community college education indicate increasing interest in more timely and readily available international business and especially export education information. These tendencies or vectors include

- *International Competitiveness*. The realities of international economic interdependence form a major vector. The concerns over the record 1986 level of U.S. foreign trade deficit and American "competitiveness" have pushed international business, export, and general trade competence to the forefront of federal, state, private sector, and public concerns.
- *The Information Era*. The cliche turned into reality has special relevance for institutions and faculty seeking to develop international business programs. Given the ongoing changes in the field, the related international laws and regulations, and the global marketplace, timely and easily accessible information and data are crucial. This "real" time requirement reinforces the features that computerized capabilities would offer. As current curricular materials are not readily available, the ease and immediacy of computer access to information in this continually and often rapidly changing field argue for its use.
- *Federal Support for International Business Education*. Since the funding began for the Title VI, Part B, Business and International Education Program in 1983, the $2.2 million level of resources has remained about the same and is not expected to increase. However, other federal support for international business education or training may become available through the growing national interest in ameliorating the trade deficit.
- *Two-Year Colleges and Their Role in International Business and Trade Education*. At the national level, the American Association of Community and Junior Colleges (AACJC) has adopted the 1987 AACJC Public Policy Agenda that specifically includes the priority to "work with

> the federal government, foundations, corporations, media, and other decision-making centers to enable community, technical, and junior colleges to provide the training strategies and capabilities necessary to keep America working in an increasingly international economic environment . . . ." Additionally, there have been 24 Title VI, Part B, grants, awarded to community colleges in the first three years of the program. Currently, there are more than 18 different and active international education consortia in which more than 300 colleges participate.

These phenomena serve as a background for an initiative that explores the application of the computer technology to the pressing challenges of promoting and strengthening two-year college involvement in international business and trade programs.

**International Trade Education Computer Network**

Over the last five years, curricular developments related to international trade and business education have emerged as a major focus for two- as well as four-year colleges and universities. The current and projected record levels of the U.S. trade deficit suggest that our domestic competence in the global trade arena will continue to receive growing attention until present trends are reversed.

Parallel to the heightened concern for our ability to compete internationally, the technological applications, specifically computer and telecommunications developments, have recently become available to strengthen our national fabric of educational resources. To date, however, these technological communications capacities have yet to be woven into the daily information dissemination modes of any of the national higher education associations. A significant gap, therefore, continues between such vital educational developmental requirements as exist in international trade and business education and the available information dissemination computer-networking technology.

In response to the needs and interests of institutions of higher education in international business, trade, and export-related educational resources, the American Association of Community and Junior Colleges (AACJC) and Central Piedmont Community College (CPCC) have cooperated in a project with support from Loop College-City Colleges of Chicago to disseminate such information through a computer network.

**Project Purpose and Goal**

To link institutions currently developing their international business and export education curricula, Central Piedmont Community College and AACJC provide an electronic connection to and among Title VI, Part B grant recipients. On a self-support basis, yet to be established, the network may also accommodate other institutions. Of the 11 initial community college grant recipients in 1985, those institutions that have compatible software and

hardware serve as the core of the network. Generally, the computer equipment required includes an IBM-compatible personal computer, a 1200 baud modem, and a printer.

The computer networking capacity permits the participants to identify, share, and collectively develop international business and export education information.

The project goal is to demonstrate the effectiveness of international business and export education information dissemination through applying existing computer and telecommunications technologies. This will be accomplished by

- Establishing a computer communications framework that permits eligible community colleges to utilize available computer equipment at each participating institution and at AACJC to electronically connect with all other participants through a compatible computer-networking system;
- Providing electronic mail, computer conferencing, and other computer-facilitated communications to permit participants to engage in curriculum, faculty, and institutional development activities related to international trade education;
- Developing procedures to access the network by each participating institution;
- Designing an index or database format within which trade-related information is organized to facilitate consistent exchange, input, and retrieval of data by the participants;
- Targeting specific institutions that may serve as repositories for specific curricular areas within international trade/business education curricula, i.e., international marketing, barter-methods and types, financing exports;
- Completing an assessment of the computer-network users after the project to examine the efficiency of the computer-network as a basis for maintaining, improving, and expanding the network.

**Objectives**

The computer network permits participants to identify, share, and collectively develop international business and export education information. The substance of computer facilitated communications among institutions includes

- International business and export-related curricula and training materials (i.e., National Association of State Development Agencies directory), descriptions of international business programs in different colleges, and publications related to international business and trade;
- Procedures for internationalizing existing business curricula;
- Strategies for establishing linkages with the international business community and related organizations;
- International business-related databases and procedures for accessing

public databases (i.e., Department of Commerce information), and those that require fees (i.e., Overseas Private Investment Corporation);
- Faculty exchanges and other domestic and overseas professional development programs;
- Student international business-related internship procedures;
- Needs assessments of international trade activity in the community;
- Other innovations in and improvements to the field of international business education;
- Information related to other international computer networks (i.e., CARINET, an international trade network);
- Abstracts of Title VI, Part B proposals funded by the U.S. Department of Education's Business and International Education Program.

**Project Status**

The project began in mid-fall as a 1985 supplement to Central Piedmont Community College's initial Title VI, Part B, grant (U.S. Department of Education), and will continue until August 1987 through support from CPCC and Loop College-City Colleges of Chicago. Although the project has had a relatively short history, activities to date include

- Purchase and installation of computer equipment, including the modems, at CPCC and AACJC.
- Evaluation of communications and database;
- Participation of approximately 35 organizations in the network including some but not all of the 1985 and 1986 Title VI, Part B grantees.

Several organizations with interest in either sharing international business/trade/export education information and/or sharing databases have agreed to explore cooperative arrangements. These organizations and their international areas of interest are listed below.

- National Association of State Development Agencies: bibliography of training materials on international trade and export for private sector development
- Global Perspectives in Education: International education curricular materials
- Council of Chief State School Officers: Japan-database of curricular information
- Overseas Private Investment Corporation: Abstracts of proprietary databases identifying investment opportunities abroad and at home
- Partnership for Productivity: CARINET-computer network that includes participants from 30 developing countries
- Georgetown University: a demonstration of computer software that identifies the steps required to form an export trading company is also currently available on the system.

**The Next Stage**

To strengthen the network and to expand its use to more institutions, a project director has been appointed to assume direct responsibility for developing the International Trade Education Network (ITEN) through September 1987. Following this initial development period, regional information dissemination networks, which will replicate and expand the first stage, will be established to serve as resources and clearinghouses for institutions seeking to develop and continually enhance their international business education programs.

Future regional information dissemination networks will be centered in various institutions around the country to reduce the long-distance telephone costs. The regional information collection and distribution capabilities will also serve to develop and share more details related to the business needs and resources of that particular part of the country. The computer networking features will permit college and faculty to access data and information related to other regions as well.

In consultation with representatives from CPCC and Loop College and under the supervision of the director for the AACJC Office of International Services, the immediate priorities for the ITEN will include the following:

- Identify and contact all current and previous Title VI-B grantees and applicants to inform them of procedures to participate in and enhance the network;
- Investigate all potential international business/ trade/export educational resources including existing databases to install on the computer network;
- Develop and enhance instructions for accessing and maximizing the computer network for participants;
- Publish a monthly newsletter highlighting developments on the network for users as well as to inform prospective network participants who may not have access to network-compatible computer equipment of developments in the field;
- Facilitate communications among network users by managing the network bulletin board, monitoring the users' needs, and developing surveys for creating new databases where new needs are identified;
- Inform and cooperate with other clearinghouse activities such as the National Association for State Development Agencies project on establishing an export development clearinghouse for export assisters;
- Extend the services initiated during the first year of operation including expanding information about the following—
  —international business and export-related curricula
  —procedures for internationalizing existing business education curricula
  —strategies for establishing linkages with the international business community and related organizations

—faculty exchanges and other domestic and overseas professional development programs
—student internship programs and procedures
—needs assessments of international trade activity in the community
—other innovations in and improvements to the field of international business education.

For more information about ITEN, contact project director, Office of International Services, One Dupont Circle, NW, Suite 410, Washington, DC 20036; 202/293-7050.

**From the Irresistible to the Inevitable**

While the promise of ITEN remains to be seen, its future relies on the premise of irresistible needs for international business and trade education converging with the growing capabilities of the computer technology and community colleges.

Given the increasing pervasiveness of technological developments that facilitate learning, the eventual applications to international education are inevitable. Accelerating this inevitability are the present challenges and pressures pushing the international economic realities into print, on to the evening screen, and onto our national and local agendas.

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104

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